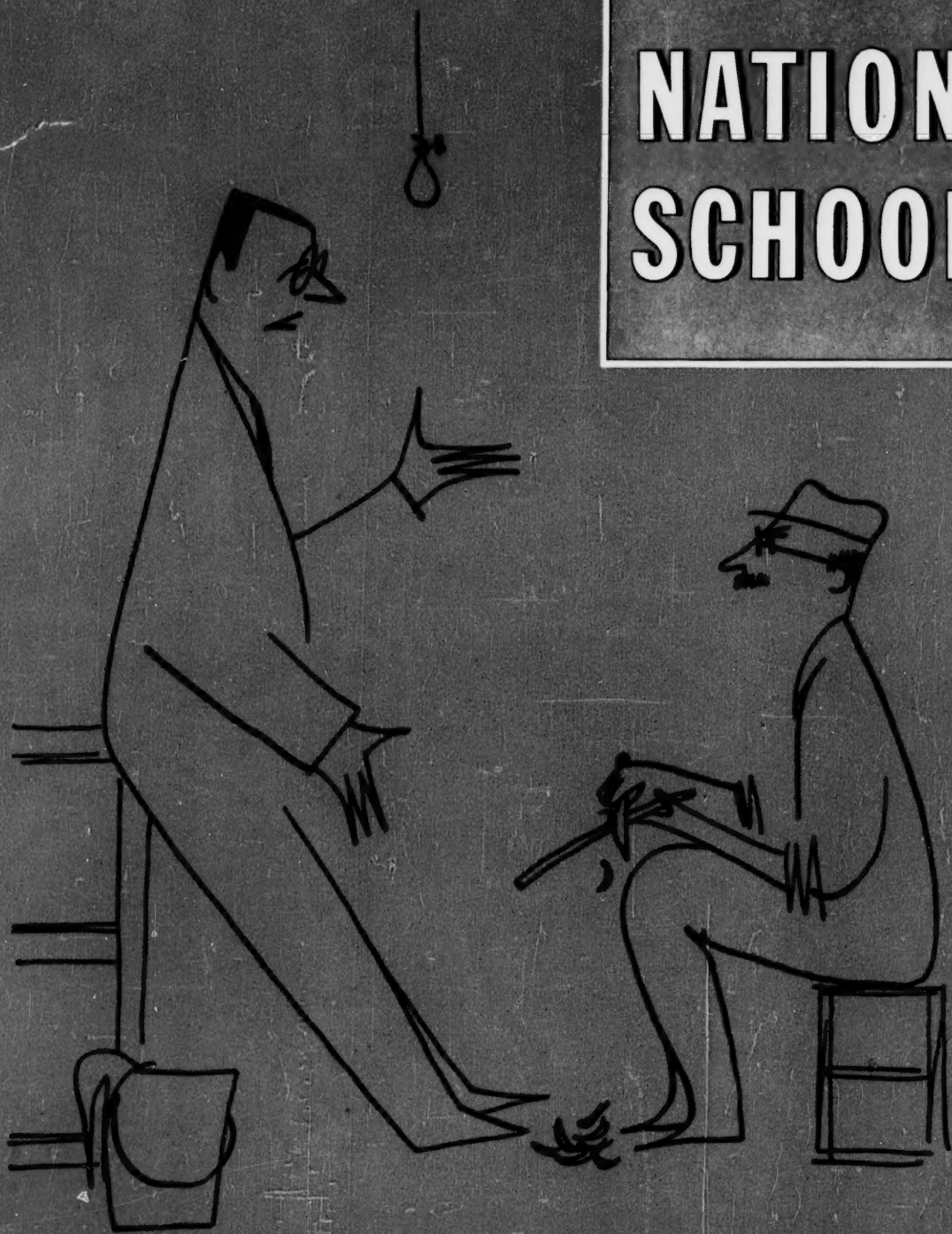


THE NATION'S SCHOOLS



JANUARY 1954

Human relations in administration (portfolio) • Freedom is not enough • Where else but New York? • More on secondary school planning • Economy in grade school design • More money for men teachers? • Seven years of certainty

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

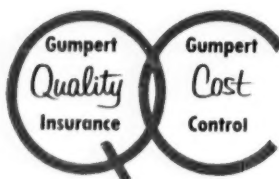


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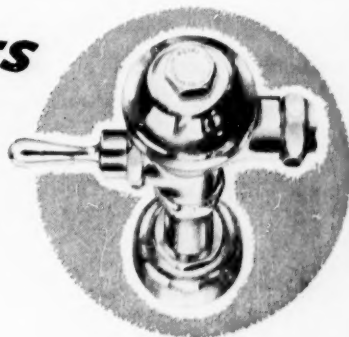
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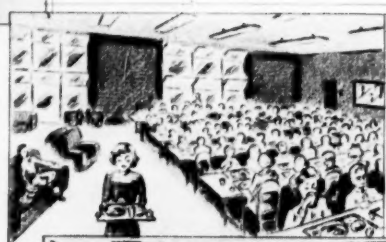
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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

JANUARY 1954

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AMONG THE AUTHORS

"Freedom Is Not Enough," says DAVID D. HENRY (p. 35); more is demanded of and for Americans today. Dr. Henry has been executive vice chancellor of New York University since September 1952. From 1936 to 1945 he was associated with Wayne University, Detroit, as professor of English, assistant to the executive vice president, and executive vice president; he was named president in 1945. Previously, he had been an instructor at Pennsylvania State College; director of the school of liberal arts at Battle Creek College, Battle Creek, Mich., and assistant state superintendent of public instruction for Michigan. Dr. Henry is a former president of the Association of Urban Universities. Recently he was reelected secretary-treasurer of that organization.

The administrator participating in the discussion (p. 60) of the new Woodrow Wilson School at Port Huron, Mich., is HOWARD D. CRULL, who has been superintendent at Port Huron since 1941. On December 31 Mr. Crull will complete 33 years of working in Michigan's public schools. Before going to Port Huron he was a teacher at Rochester and teacher, supervisor, building principal, and superintendent at Birmingham. He is a former president of the Michigan Association of School Administrators.

DANIEL S. SCHECHTER, who wrote the story about New York City's school system (p. 37), is a free lance writer. While he was a student at Brown University, Mr. Schechter worked for three years on the staff of the university's news bureau. While attending Columbia University's school of journalism, he was a part-time correspondent for the *New York Herald Tribune* and assistant managing editor of *Human Interest*, a social welfare journal. Later he worked for the Associated Press.

Five educators give (p. 66) their reactions to G. Robert Koopman's "New Theoretical Approach to Secondary School Planning," published in the December issue. EARL C. KELLEY is professor of education at Wayne University. Formerly he was a teacher at Francis W. Parker School in Chicago and at Oak Park, Ill.; dean of men at a vocational school in Milwaukee, and a core curriculum teacher at the high school in Evanston, Ill. . . . Senior high school principal at Mamaroneck, N.Y., is JOSEPH C. McLAIN. Mr. McLain is currently president of the National Association of Secondary-School Principals. Before going to Mamaroneck in 1942, he was a history teacher and principal at Oneonta, N.Y. . . . ERNEST O. MELBY has been dean of New York University's school of education since 1945. Dr. Melby began his career in education as a teacher, principal and superintendent in Minnesota schools. At Northwestern

University he rose in six years from an assistant professor of education to dean of the school of education. Next he was named president and then chancellor of the University of Montana. Dean Melby is a former president of the John Dewey Society. . . . ARCHIBALD B. SHAW, superintendent of schools at Scarsdale, N.Y., since 1949, has long been interested in school building problems. His doctoral dissertation, for example, was "The Characteristics and Contributions of a Good School Site." He was consultant for a Rhode Island conference on school plant and for the state of Kentucky and a University of Kentucky seminar on school building problems. Before going to Scarsdale in 1946 as assistant superintendent, he served as a teacher and principal in various Massachusetts schools and spent three years on active duty as a member of the U.S. Naval Reserve. . . . Among the books written by HAROLD SPEARS are "The Emerging High School Curriculum," "Secondary Education in American Life," and "The High School for Today." Dr. Spears is assistant superintendent of schools in San Francisco. Formerly he held various teaching and administrative positions in the public schools at Evansville, Ind., and was principal and superintendent of the township high school at Highland Park, Ill., and head of the department of education at the state teachers college at Montclair, N.J. In 1945 and 1946, while on leave of absence from Montclair, Dr. Spears served as head of a U.S. government educational mission to Chile which advised the Chilean Ministry of Education on school reorganization there.

Author of the review of Albert Lynd's "Quackery in the Public Schools" (p. 74) is HARL R. DOUGLASS, director of the University of Colorado's college of education since 1940. Previously he was a teacher in Missouri and Oregon; professor of secondary education and director of training schools, University of Pennsylvania; professor of secondary education, University of Minnesota, and Kenan professor of secondary education and chairman, division of teacher training, University of North Carolina.

WAYNE MINEAU (p. 78) is an English journalist and scriptwriter who, in 1936, began working as a labor and industry reporter. During the war he was in the London fire services. In 1945 he was employed by the *London Daily Mail*. Since 1947 he has been a newspaper specialist on education and youth affairs and a contributor of feature articles to the *London Daily Express*, the *London News Chronicle*, and numerous magazines. He's also a current affairs broadcaster on school radio. Recently he wrote and narrated the first impressionist radio survey of school magazines. One of his hobbies is collecting school magazines from schools all over Great Britain.

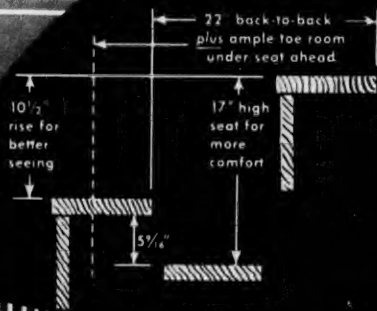
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MEGASCOPE

a brief, analytical look at several features
in this issue by CALVIN GRIEDER, professor of
school administration, University of Colorado



The Price of Democracy. For many decades the American educational system has been dedicated to preparing children and youth for citizenship in a democracy. In the last few years discerning students of world affairs have seen our schools also assuming a major rôle in the preservation and extension of freedom. David D. Henry argues (p. 35) for adult education's occupying a more nearly central position in the educational enterprise. Formal education during only childhood and adolescence cannot carry the heavy load imposed in these times by the need for enlightened citizenship, freedom and world understanding. Urgent problems crying for solution cannot be put in storage until our young people mature. The continuous enlargement of the borders of knowledge and thought also calls for lifelong study. Can our society stand the added cost of adult education universally available? The answer to this may be found in Henry's quotation from Thomas Jefferson.

Agreement Strengthens Symposium. The purpose of administration is chiefly to get things done. Since no other field of activity involves persons and personalities as much as education does, it follows that in school administration human relations play a dominant rôle. The kind of human relations required by acceptance of the philosophy of democracy is the subject of a symposium by nine contributors (p. 43). There seems to be no important conflict among these nine expressions, a sign perhaps that we're beginning to understand each other when we talk about democratic administration. I commend the entire portfolio to our readers, especially McLaughlin, Pillard and Winsor's discussions of points often overlooked. Bryant uses an interesting approach for developing a composite of the ideal administrator (p. 49). A careful read-

er, however, will take exception to his using various categories of "expectancies" as "determinants of the human relations of the administrator." That's too passive. Wynn's series of true anecdotes (p. 53) well exemplifies the self-discipline enforced by devotion to the democratic way.

Problems of Bigness. A vicious cynicism has often been displayed by big city folk toward the administration of their schools. They seem to believe that bigness means greatness. It is true that bigness does afford some unique opportunities, as one can gather from Daniel S. Schechter's story on New York (p. 37). But, as he also shows, bigness carries with it problems of such utterly complex nature as almost to defy solution. Ways of operating must be worked out to capitalize on the opportunities. At the same time the complacent provincialism and impersonal human relations which tend to develop in large organizations have to be combated. It is easy to get obsessed by magnitude itself and to forget that a teacher with a group of children is still the basic school unit.

In Other Lands. Among the things I like best in *THE NATION'S SCHOOLS* are the articles on features of education in other countries. Almost invariably I am a bit surprised at the extent and quality of various activities and services—that old debbil American superiority isn't dead yet. This month Wayne Mineau gives the high points of educational radio in Britain (p. 78). Even opponents of the British system of broadcasting will have to admit that its school program sounds very, very good indeed.

Valuable Inferences. From such data as Russell T. Sanford brings together on U.S. births, school enrollment, and schoolhouse construction (p. 55), surely valuable inferences can

be drawn. Some of his conclusions, though, seem to me to be questionable. Is anyone able to prophesy when the end of the period of prosperity will occur, so that we may plan to do our building while good times last? Is the provision of school facilities only a state and local matter, or should it be? Are not depressions and wars cataclysms of national (rather than a state and local) character, and, if so, doesn't the federal government have an obligation to assist in providing facilities whose postponement is caused by such dislocations? Fluctuations in the rate and number of births are also war and depression related. Well, Sanford's article is both stimulating and worrisome. It doesn't make for serenity to think about schoolhousing some 20 years hence, when the kids now in school will be having *their* kids.

Idea for Chalk Dust. What to do with those old cast-off school desks stored away in basements and attics? A school board member at K.C., Mo., had a brilliant idea and it worked. Read all about it in Shelley Peters' story (p. 72). Won't you be sadly disappointed if Fred (Chalk Dust) Moffitt doesn't use this item as a springboard for one of his more rhapsodic flights?

Real Schoolhouse Planning. The recorded interview on Woodrow Wilson Elementary School at Port Huron, Mich. (p. 60), is an excellent means for giving insight into the why and wherefore of the structure's plan. In this instance, every last detail seems to have been thought out thoroughly and can be accounted for on a rational basis. That is real planning. In contrast, most of us have seen, for example, some one-story buildings so spread out that roller skates or scooters are needed to cover the distance. On those projects somebody probably read somewhere that the ideal height is one story, and that's that.

Read It Again. Harl R. Douglass' review of Lynd's "Quackery in the Public Schools" (p. 74) may lead you to read the book. After you've finished, I conjure you to re-read this review. You'll appreciate it even more—the review, I mean. One would think that a reputable publishing house would be unhappy having its name on this book.

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Questions and Answers

Attending Board Meetings

Should students and teachers be encouraged to attend school board meetings?

In answering this question, I assume that the board of education pursues a policy of open meetings except in exceptional instances when a discussion of touchy personnel matters in-

volving individuals employed by the board of education makes a closed session desirable. Even then, any determinative action should be taken on a properly made, passed and recorded motion in an open board meeting.

Under these circumstances, there is every reason teachers and students should be encouraged to attend board

meetings. Teachers and sometimes pupils have assisted in the formulation of policies. They have a real interest in how policy proposals fare when they are threshed out in the give and take discussion of an open board meeting. Having seen and heard the weighing of evidence and having understood the reasons for the decision reached, they are more willing to carry out wholeheartedly any action called for by the decision.

It is a part of civic education for students to become acquainted with the functioning of governmental agencies by visiting such agencies when possible. Certainly the board of education should not be overlooked. Moreover, there may be times when issues that seem of vital concern to students should be taken before the board of education. One high school student body requested through its student council that a smoking room be established. The principal, after discussing the pros and cons with council members and indicating that he could not recommend such a move, nevertheless made arrangements with the superintendent for a committee of students to present this matter to the board. Although the board rejected the petition, the careful consideration given it satisfied the students and relieved any one administrator from the responsibility of making a policy decision that to students might have seemed arbitrary.

Many boards of education set aside some time in each board meeting for a presentation by some member of the school staff of the phase of the educational program for which that staff member is responsible. This practice can occasionally be extended to student leaders representing some part of the school's extracurricular program.

One word of caution: Teachers and pupils should observe the courtesy of working with school administrators when they take matters in which they are interested before the board. As a corollary, the school administrator often should invite advocates of policy measures to state their proposals before the board.

In summary, then, teachers and students should be encouraged to attend board meetings just as all interested parties in the community should be encouraged to attend. Teachers and students are two of the "publics" the alert school board is trying to reach.—
HOWARD R. JONES, *professor of educational administration, University of Michigan.*



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W. W. THEISEN.....*Milwaukee Public Schools*
EDMUND H. THORNE.....*West Hartford Schools*
JULIUS E. WARREN.....*University City Public Schools*
W. T. WHITE.....*Dallas Public Schools*
BENJAMIN C. WILLIS.....*Chicago Public Schools*

School Business, Building Experts Join Advisory Board

Two well known authorities in the respective fields of school business management and school plant planning have accepted appointments to the editorial advisory board of *The NATION'S SCHOOLS*. They are Schuyler C. Joyner, deputy business manager of Los Angeles city public schools, and John H. Herrick, professor, research associate,



Schuyler C. Joyner



John H. Herrick

and head of the survey division of the bureau of educational research at Ohio State University.

"Sky" takes office January 1 as president of the Association of School Business Officials of the United States and Canada. He has been an official of that organization for several years, having been especially active in the association's study of school insurance.

Dr. Joyner has been deputy business manager in Los Angeles since 1934. The four previous years he was business manager for the Pasadena schools. His earlier teaching experience was in Minnesota, where he was a teacher in the junior high school and elementary principal at St. Cloud. He is a native of Twin Oaks, Ind.

He has both his Ed.D. and M.A. degrees from the University of Southern California and his B.S. from the University of Minnesota.

Dr. Joyner is a past president of the California Association of School Business Officials and a recent president of the Kiwanis Club of Los Angeles.

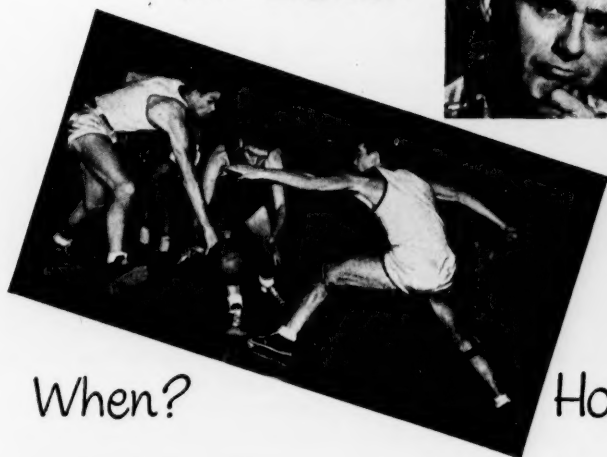
Research has been the special field of interest for Dr. Herrick since 1937, when he became director of research for the schools of Shaker Heights, Ohio. After four years there he took over similar responsibilities for the public schools of Cincinnati from 1941 to 1945; then was assistant to the superintendent at Cincinnati from 1945 to 1947. He has served in his present position since 1947. As survey director, Dr. Herrick has participated in planning projects for school buildings in approximately a hundred Ohio communities. He is a member of the

(Continued on Page 112)

Gym classes
for **BOYS?**



Gym classes
for **GIRLS?**

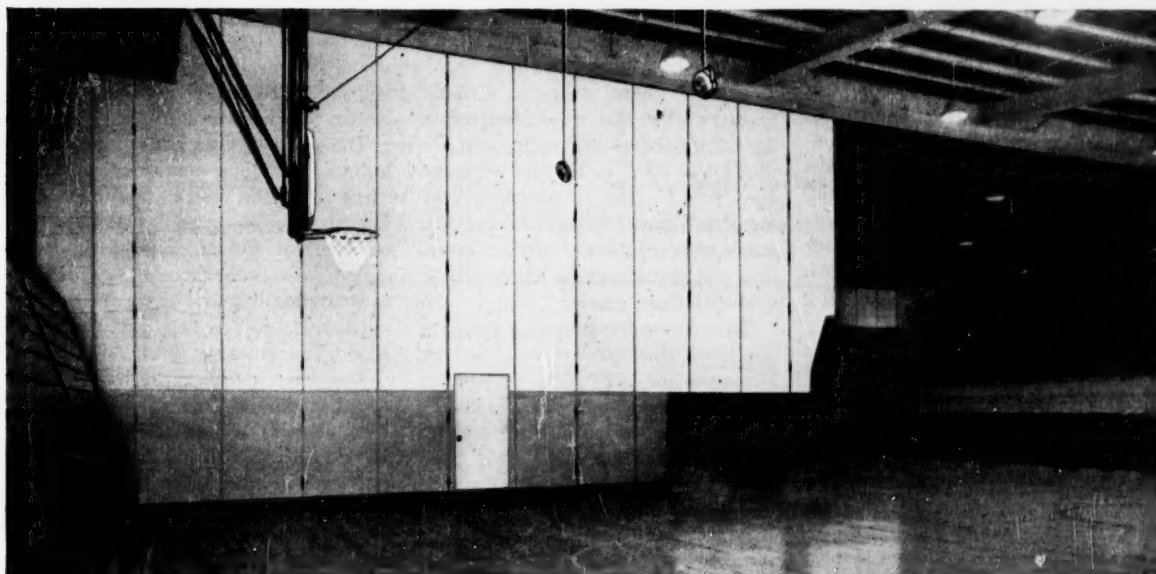


When?

How?

Where?

SOLVE your schedule **BLUES!**



Use **HORN** equipment!

The Ellinwood, Kansas, High School gets maximum gym use with Horn equipment! An electrically operated partition is easily extended to provide two practice gyms—here boys use one, girls another. For full floor space, Horn Folding Gym Seats fold to a *smooth, safe* sloping surface. Horn Folding Seats in balcony fold

back providing more clear space for teaching purposes.

And Horn equipment provides adequate space for exhibition games. Partitions fold back, seats extend easily. Automatic locking and direct floor support for each seat and foot board assures safety. All Horn equipment gives you years of trouble-free service.

Your local Horn representative helps you plan for efficient gym use. Horn factory crews supervise installation. Write today for details on Horn folding gym seats and folding partitions . . . and the new Horn folding stages!



SCHOOL EQUIPMENT

DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY

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Roving Reporter

High School Students Practice Charity by Visiting Lonely Persons in Nursing Homes • Study of Community Makes Southern Eighth Graders Aware of Negroes' Problems • Fourth Graders in Small Community Learn German

A COLLEGE TEACHER who is convinced foreign language teaching needn't be confined to private schools and large cities is giving fourth graders in a small Iowa town a chance to learn German.

Anna Elsa Jacob is assistant professor of German and Spanish at Wartburg College, Waverly, Iowa. Because she was interested in teaching a foreign language to small children, she volunteered to teach a class at one of Waverly's elementary schools.

After obtaining the permission of Wartburg College and conferring with Supt. J. K. Haehlen, Miss Jacob sent questionnaires to the parents of fourth graders at Irving School. Forty parents responded favorably, so a class in German was begun. It meets for 30 minutes twice a week, after school.

German was chosen because many Waverly children are of German parentage and some residents still speak the language fluently.

Miss Jacob makes a game out of her classes. She uses pictured instruction; she and the children repeat rhymes and phrases, count in chorus, sing "Liedchen," dance "Hansel and Gretel," imitate animal behavior, and tell stories using gestures with arms and hands. The youngsters are given articles—such as a piece of wood or a bit of cotton—and are told the articles' names in German. Records and films also are used.

After seven months of instruction the youngsters could count to 100, name the days of the week and the months of the year, respond to requests made in German, sing songs, and even tell a simple story in German.

OLD PEOPLE and other lonely residents of nursing homes in Yakima, Wash., can expect a visit at least five times a year from students enrolled in St. Joseph's Academy there.

"The purpose of the visits," explains Sister Eugenia of Providence, "is to

bring cheer and the warmth of interested love into the hearts of many who are all too often neglected. And how the aged love the young! The able among them follow the girls from room to room just beaming during the singing of hymns and popular songs. And it is a delightful experience to see how readily most girls go forward to chat with the inmates and to charm away the few tears that are inevitable. The visits do so much for the girls themselves that we often afterward question which side received the most benefit from them."

Through these visits the Catholic Sisters wish to honor the foundress of their Providence community, who was much interested in helping neglected aged persons, and "to teach the students that love of and care for the poor is not an occupation of modern invention and should not be left wholly to cold, organized charity."

There are some 16 nursing homes in the town and near-by rural districts. Arrangements are made in advance with each head nurse, and those who volunteer for the visiting are assigned to the different homes.

By contributing to a box in their classroom or by planning an activity to raise the \$8 needed for each visit, the students provide the necessary funds. They wrap candy, tobacco or fruit in gay napkins, trying to vary their packages each time. They arrange for cars to take them to nursing homes beyond walking distance from the school. All trips are made after school.

"We believe," says Sister Eugenia, "that they should learn to sacrifice for their fellowmen as well as for the good it does themselves in a spiritual way.

Also we believe that from very early years, our children should feel a sense of responsibility toward those who are less fortunate than they are. We Sisters work primarily with children who are poor or at most nicely comfortable, and that is probably why they respond so beautifully to this particular practice of the works of mercy."

EIGHTH GRADERS at Falls Church, Va., have learned about their community from the ground up. This type of local study goes on in most modern school systems, but in the South there is a social and ethnic problem of particular significance.

The geology, flora and fauna committees invited the county agriculture agent to explain to the class the relationships between the county's social environment and geography. He discussed, among other things, the change in water level because of the increased population, soil erosion, and the decline of the fruit and dairy industry.

The history committee traced the routes of early explorers and described Revolutionary and Civil War battles around Falls Church and Fairfax County, as well as giving other details about the past. The government committee explained present county and city government services.

But of greatest value to the nation, these future citizens heard reports and panel discussions by the ethnic committee and decided that the standard of living and of education for Negroes should be improved immediately.

Describing the values of the community study, Teacher Lee Butts Curtice said: "Each student reported an increase in vocabulary and experience in public speaking. Some students were amazed to find so many county and city government services. Others were shocked by the living conditions of Negro families. To each student the community was now something more than an economic center."

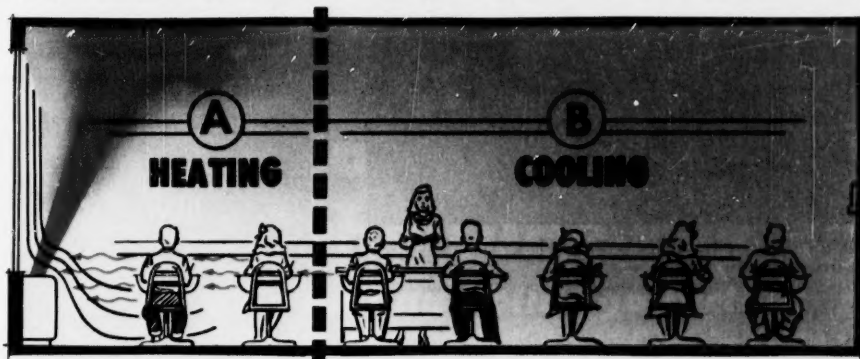


Classroom Thermal Comfort Is TWO Problems

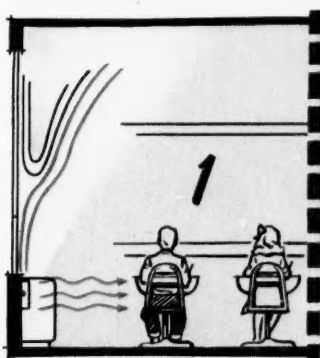
In fully occupied classrooms a common requirement of the unit ventilator is for air cooler than the desired room temperature, to prevent the discomforts of overheating.

At the very same time, in frigid weather, large window areas may be like a wall of ice, robbing radiant heat from pupils' bodies and creating cold window downdrafts.

The unit ventilator alone cannot simultaneously provide cool air for ventilation and heated air for cold surface protection. The two needs require separate treatment.

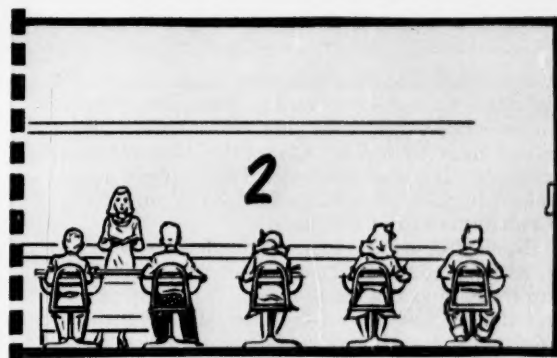


On cold days large windows demand heat long after the classroom requires cooling.



Wind-o-line solves problem A

NESBITT
solves
BOTH
problems
separately

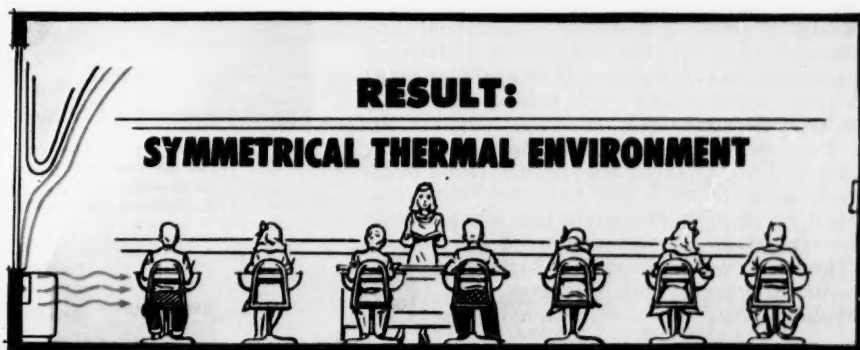


—and the Syncretizer more readily solves problem B.

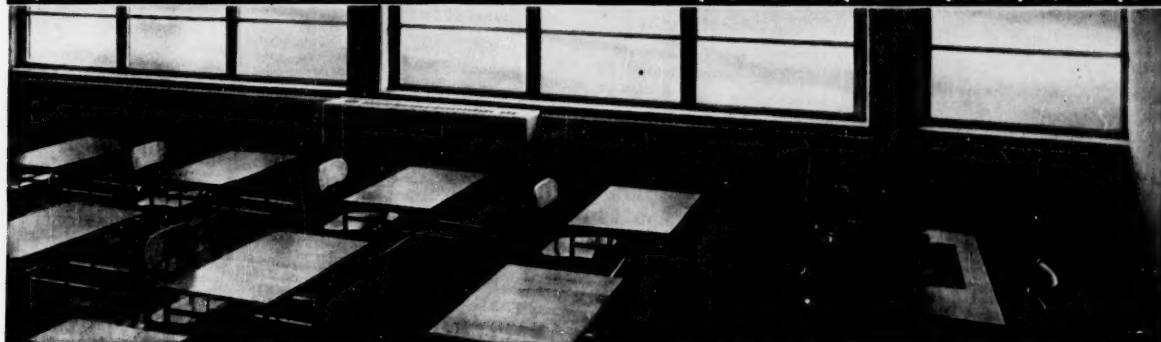
Wind-o-line convector-radiation all along the exposed wall or windows provides heat as long as required for cold surface protection.

Now the Syncretizer ventilating unit can function with a lower room thermostat setting, adding or removing heat as needed to maintain balanced thermal comfort—ideal work conditions for all pupils—at the lowest operating cost.

MADE AND SOLD BY JOHN J. NESBITT, INC.
PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORP.



NESBITT SYNCRETIZER with WIND-O-LINE RADIATION





Echoing footsteps and voices in the corridors don't interfere with classroom concentration. Ceilings of Cushiontone, cemented to sized concrete, absorb the noise and promote restful quiet.

New-found quiet boosts classroom morale

In transferring to their new high school in Wichita, both students and teachers have found many modern improvements to make their work easier, more enjoyable. One of the most welcome changes is the remarkably quiet atmosphere maintained by noise-absorbing ceilings of Armstrong's Cushiontone and Corkoustic.

In classrooms, corridors, and cafeteria, the distracting sounds of a busy school day are soaked up by ceilings of Cushiontone. A cleanly perforated wood fiber material, Cushiontone is surprisingly low in cost and is often used when large areas must be sound conditioned economically.

The high humidity in the swimming pool area demanded an acoustical tile that was exceptionally moisture resistant. Of Armstrong's many acoustical materials, Corkoustic was the only one recommended for this application. Made of granulated cork particles, Corkoustic prevents harmful condensation and reduces disturbing noise at the same time.

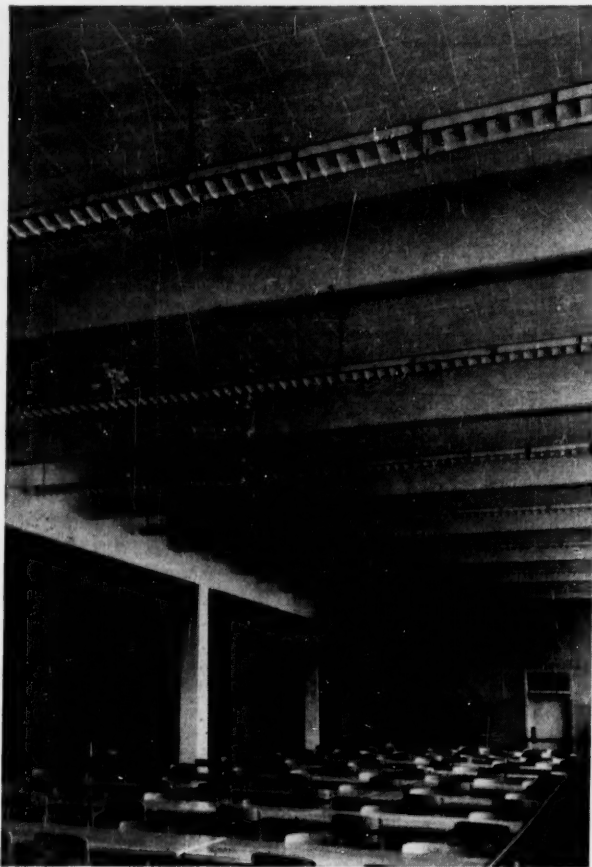
For full details on Cushiontone, Corkoustic, and Armstrong's other sound-conditioning materials, see your Armstrong Acoustical Contractor. He'll be glad to give you a free estimate with no obligation. For your copy of the booklet, "How to Select an Acoustical Material," write Armstrong Cork Company, 4201 Wabank Ave., Lancaster, Pennsylvania.



The problem of condensation in the pool area indicated the use of Corkoustic. This cork composition material not only resists moisture effectively but also provides extra insulation.

WICHITA HIGH SCHOOL WEST Wichita, Kansas

Architects: Thomas, Harris, Calvin & Assoc.
Acoustical Contractor: Ecoff & Co.



Meals are doubly appetizing in the school's spacious cafeteria, for the disturbing clatter of dishes and trays is muffled by a Cushiontone acoustical ceiling. Easily cleaned or repainted, Cushiontone also helps maintain high sanitary standards.

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ARMSTRONG'S ACOUSTICAL MATERIALS

The NATION'S SCHOOLS

CBM Certified Ballasts are Tailored to the Tube

...to make your lighting dollar go farther



The heart of a fluorescent fixture is the Ballast.

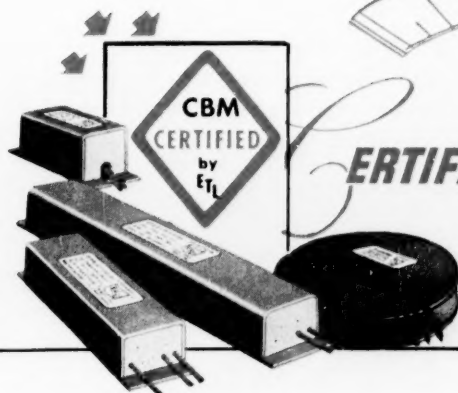
Best lighting performance is assured by accurately matching ballasts to fluorescent tube requirements.

CERTIFIED BALLASTS are so matched. Built to exacting specifications designated by the Certified Ballast Manufacturers,* tested, checked and Certified by ETL, CERTIFIED BALLASTS truly are "Tailored to the Tube!"

That's why CERTIFIED BALLASTS assure:

LONG LAMP LIFE	FULL LIGHT OUTPUT
LONG BALLAST LIFE	FREEDOM FROM OVERHEATING
QUIET, TROUBLE-FREE OPERATION	

And that's why, today, the large majority of fluorescent fixtures for general lighting service are equipped with CBM Certified Ballasts.



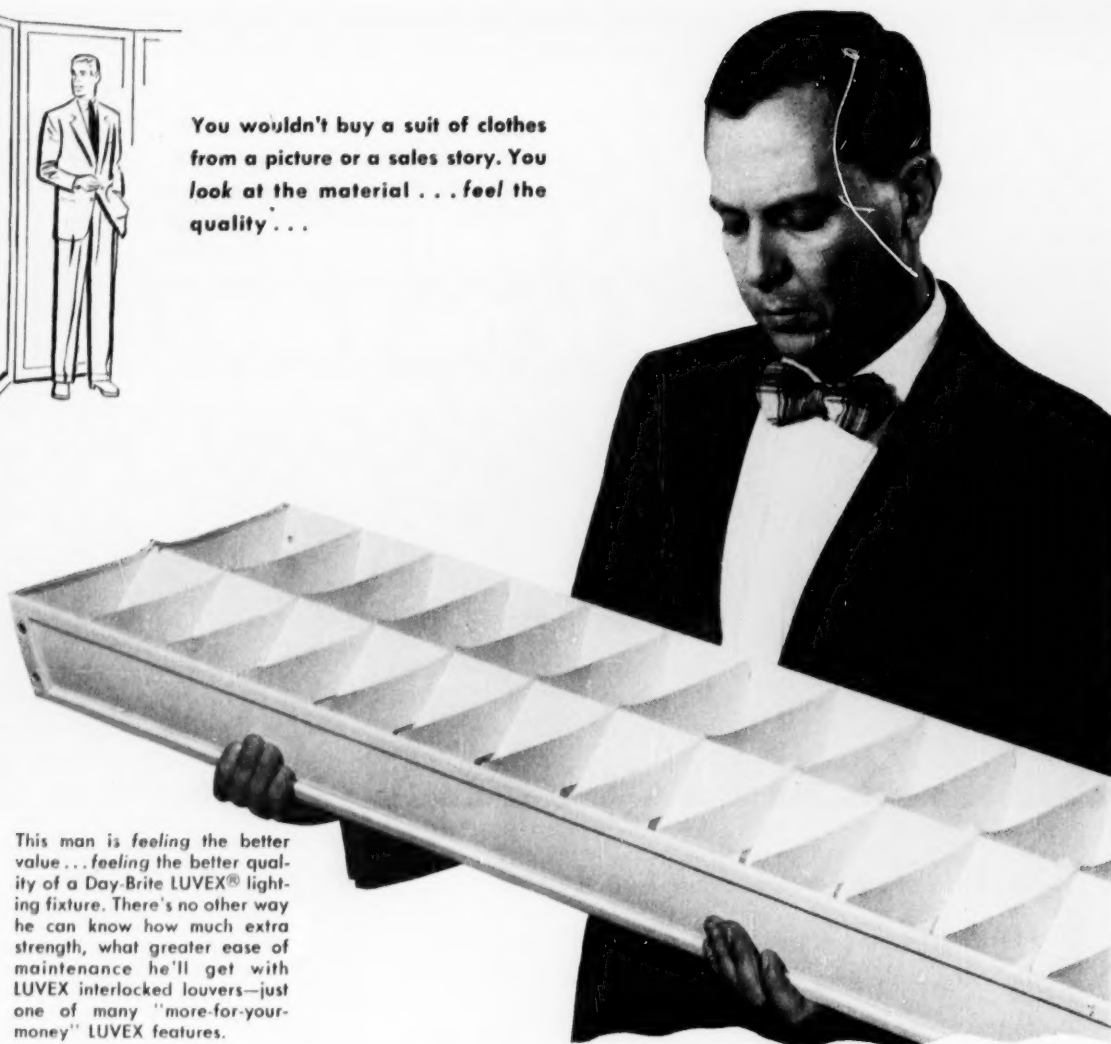
CERTIFIED BALLAST MANUFACTURERS

**Nine leading manufacturers make CBM CERTIFIED BALLASTS.*

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You wouldn't buy a suit of clothes from a picture or a sales story. You look at the material . . . feel the quality . . .



This man is feeling the better value . . . feeling the better quality of a Day-Brite LUVEX® lighting fixture. There's no other way he can know how much extra strength, what greater ease of maintenance he'll get with LUVEX interlocked louvers—just one of many "more-for-your-money" LUVEX features.

HOW TO PROTECT YOURSELF when you buy lighting fixtures

Buy lighting fixtures like you buy a suit of clothes. Look at them yourself . . . *feel* the value . . . *feel* the quality . . . *feel* the difference you can't always find in the sales stories.

Pictures and sales stories are excellent ways to bring competitive lines of fixtures to your attention.

But when you're ready to invest your money, *don't*

buy until you handle the fixtures yourself. Don't buy until you're satisfied by your own inspection which fixture is *your* best buy.

We expect you to test the LUVEX (or any other Day-Brite fixture) in exactly that way. We know from experience your own judgment is the very best Day-Brite sales story we have.

LOOK AT THE LUVEX® . . . FEEL THE DIFFERENCE . . .

Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis 7, Missouri
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BEFORE YOU BUY!

4 5



Here's something to "kick around" for school applications...Westinghouse **micarta** PLASTIC SURFACE

Westinghouse MICARTA® is the answer to the question that has plagued school boards, builders and architects ever since the first braid was dipped into the first inkwell. Namely . . . "Where can we get a material that will hold up under generations of marching, kicking, scuffing students?"

This amazingly tough and versatile decorative plastic can be wiped clean in a matter of seconds. It eliminates the annual problem of refinishing and painting, stays bright and

attractive even under assaults by mild acids, hot liquids, alkalis, and cosmetics.

In addition to wainscoting applications, MICARTA serves well on counter tops, cafeteria tables, school desks, cabinets...in fact, wherever there's a need for a long-lasting combination of utility and beauty! You can specify Westinghouse MICARTA with complete confidence.

For complete information call your nearest United States Plywood Corporation Representative or fill out the coupon below. J-06545-A

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LOOK

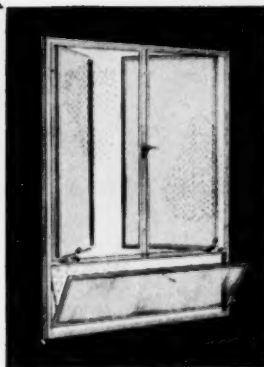
to Ceco for functional-proved
design in metal building products...

■ In the modern schools of today there's a heavy accent on the functional aspect of products that make up the structures.

School administrator and architect alike may want the new but never the untried and unproved.

Here at Ceco we are forever seeking functional improvements in products, but we do not aspire to be first just to be first with something new. Instead we prefer to observe developments with studied care... to present new products when we can proudly say—"Here is a Ceco tested and improved design... the finest of it's kind... a product you can use with assurance it will perform as intended." 

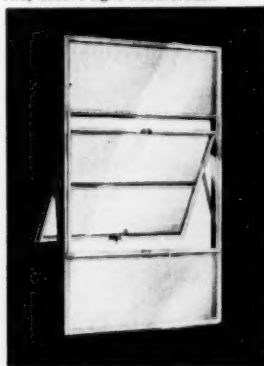
Here are 4
Functional-Proved
Ceco Products



Ceco Intermediate Windows Exactness in design, assuring the just-right window is the "Functional Feature" here. Only Ceco offers both 1 1/4" and 1 1/2" Intermediate Windows that can be adapted to any building problem. They assure tight weatherseal.



Ceco Standardized Hollow Metal Doors Pin-Point Precision in matching hardware to doors is the "Functional Feature" here in the broadest line ever offered, with doors and hardware made for each other and supplied by one responsible source.



Ceco Sterling Aluminum Projected Windows Simplicity is the "Functional Feature" in this newest Ceco product. Framing members have simple lines that blend with modern motifs... hardware is in keeping with functional thinking.



Ceco Sterling 3-in-1 Aluminum Windows Metal Prime window, storm window and screen combine for versatility as a "Functional Feature" of this Ceco creation. Self-storing screens and storm windows take the work out of seasonal changing.



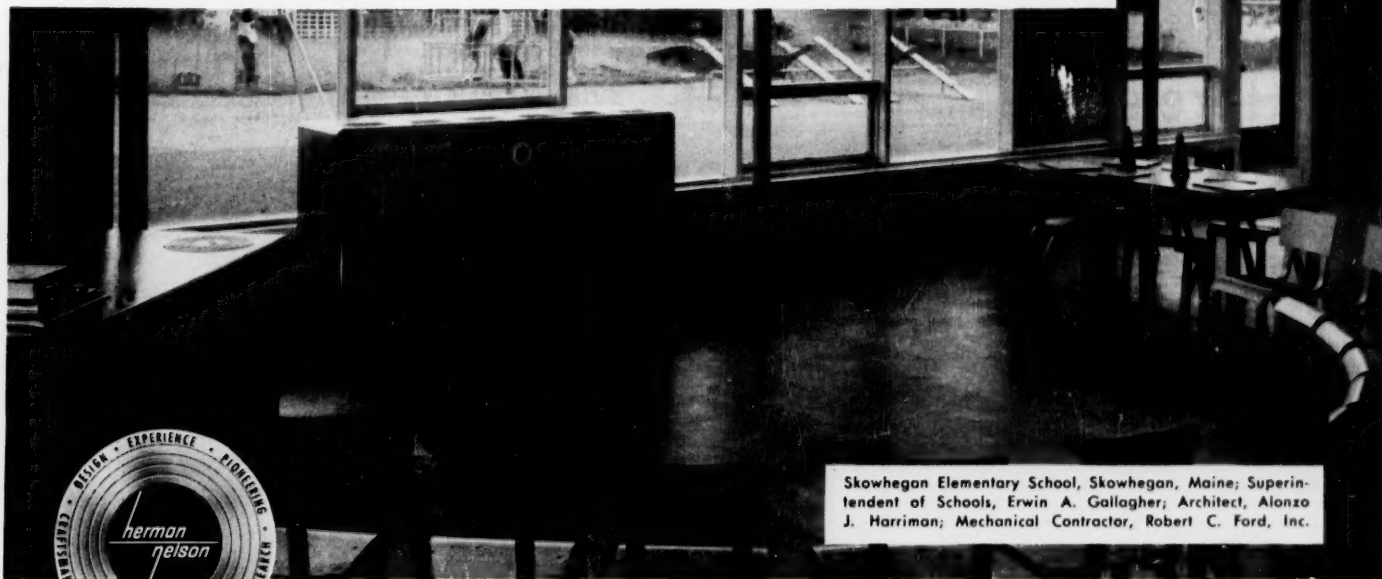
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IN SCHOOLS

WINTER

Cooling

IS MORE IMPORTANT THAN HEATING!



Skowhegan Elementary School, Skowhegan, Maine; Superintendent of Schools, Erwin A. Gallagher; Architect, Alonzo J. Harriman; Mechanical Contractor, Robert C. Ford, Inc.

Only the HERMAN NELSON Draft|Stop System Assures You Balanced Two-Way Temperature Control

DRAFT STOP

Provides

COOLING

HEATING

VENTILATION

ODOR CONTROL

DRAFT ELIMINATION

Every classroom has three major heat sources—students, lights and solar effect—that must be controlled. It is the heat gain from these factors that causes overheating—makes winter cooling so essential for classroom comfort, regardless of outside temperatures.

Controlled cooling, as well as heating and ventilating, is a prime function of the Herman Nelson Draft|Stop Unit Ventilator. It is designed to introduce quantities of outdoor air in such a way as to avoid drafts and maintain comfort conditions.

The drowsy, logy child is the product of the overheated classroom. *Any system that merely turns the heat on and off, and ventilates, cannot solve the problem.* Herman Nelson offers COOLING, not as an after-thought, but as a basic essential for classrooms "conditioned for learning."

For further product information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.



HERMAN NELSON

American Air Filter Company, Inc.
UNIT VENTILATOR PRODUCTS

Visit our A. A. S. A. exhibit, Atlantic City, Feb. 13-18

Here's the

BIG TRUTH*

about boilers



***The only safe way to select boilers is on nominal capacity to operate at "cruising speed". . .**

KEWANEE

reserve + plus
rating

guarantees dependability, higher efficiency, lower costs, longer life—because it means "cruising speed" operation.

■ There's a lot of confusion in sizing boilers today because rating methods have not been brought into the open with a clear-cut definition. That's all changed with Kewanee Reserve Plus Rating. Here for the first time these truths are stated: Only nominal-rated boilers with built-in reserve *safely provide* efficiency—low maintenance—dependability—longer life. Only nominal-rated boilers *safely provide* for fluctuating loads—emergencies—expansion.

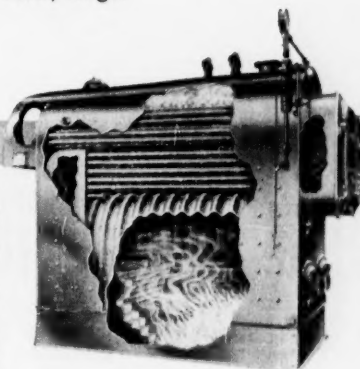
So when you consider "bidding data" be sure you compare like examples . . . know whether ratings are based on maximum capacity or nominal capacity.

Follow the Kewanee Reserve Plus Rating Plan which is based on the commercial code of the Steel Boiler Institute. Kewanee Reserve Plus certifies 50% or more extra power for pick-up and additional capacity. Kewanee gives you complete data and dimensions, so you can realistically consider sizing requirements.

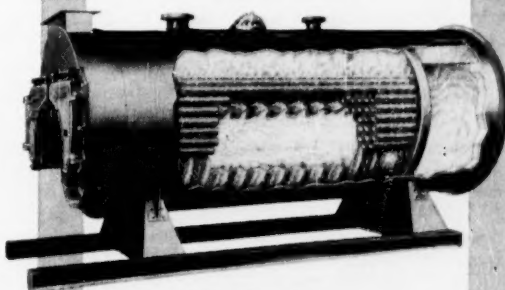
You can count on KEWANEE engineering

KEWANEE-ROSS CORPORATION • KEWANEE, ILL.
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*Serving home and industry • American-Standard • American Blower • Church Seats & Wall Tile
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Kewanee type "C" boiler
with exclusive corrugated crown sheet
16 sizes for oil, gas or stoker
3650—42500 sq. ft. steam
5840—68000 sq. ft. water



M-800 series boiler

Here is the rugged "M-800" Series Scotch Boiler constructed in 13 sizes for high pressure steam 39 to 304 horse power and low pressure 15 lb. steam or 15 lb. water.





Daylight Walls of *Thermopane* insulating glass provide light, view and comfort for children in St. Patrick's School, Brighton, Mich. Architect, Charles D. Hannan, Farmington, Mich.

"See why we like our new school?"

"Our new school has large windows that let in lots of light and let us see out. Even on cloudy days we don't feel 'cooped-up'."

No one item of school design can do more to banish the "cooped-up" feeling than large areas of clear glass. Daylight Walls stretching from sill to ceiling bring light and sun and view into the classroom . . . make it part of the world beyond. Isn't it logical that work and study progress better when teachers and students have such pleasant surroundings?

An architectural magazine recently asked students and teachers in several newly completed schools

what they liked best about the designs. Both groups were enthusiastic about the "large windows", the "abundance of glass", and the "daylight quality".

School Boards like Daylight Walls, too, because they are economical to build and economical to maintain (glass is easy to clean; doesn't wear out). When windows are glazed with *Thermopane** insulating glass, heating costs are lowered, areas next to windows stay warm and comfortable on coldest days.

If you'd like more information about Daylight Walls, write for the booklet described below or call your nearby Libbey-Owens-Ford Glass Distributor or Dealer.

*®

FREE BOOK ON SCHOOL DAYLIGHTING

If you have anything to do with school design, you will enjoy reading the new, authoritative publication on school daylighting, *How to get Nature-Quality Light for School Children*. For a free copy write Libbey-Owens-Ford Glass Co., 4314 Nicholas Bldg., Toledo 3, Ohio.



OTHER GLASS THERMOPANE • PLATE GLASS • WINDOW GLASS

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... THAT LET YOU SEE

OTHER L-O-F GLASS PRODUCTS: Vitrolite* • Tuf-flex® Tempered Plate Glass
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PLUS



NEW

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make a "heart of the ball" that will
never break down in play, lose shape or blister.

Stop uneven wear—add months to the life of the ball!
Maintain true performance, shape and size for life!

*Available only on "X" and "C" Line Balls

NEW

VEON RUBBER

AND COMPLETELY NEW
MOLD DESIGN...

make the finest, longest lasting
cover ever put on the famous
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49% more surface to withstand wear! A tougher,
longer lasting cover stock! Natural color and
"feel" that players prefer!



PLUS THESE 3 GREAT FEATURES

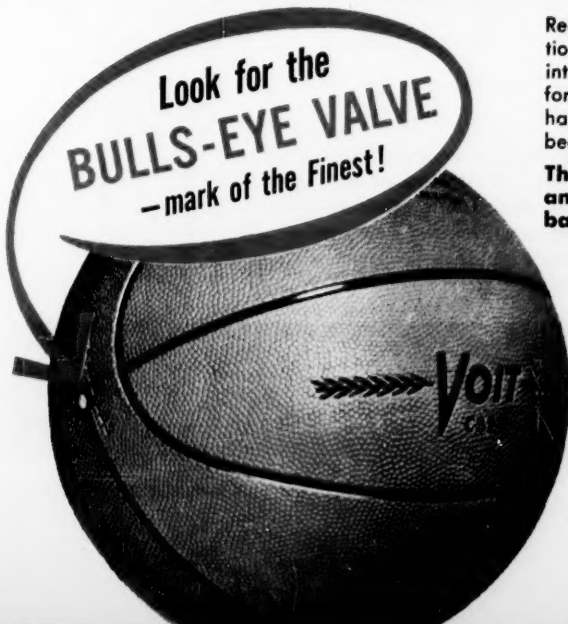
1. Super-Butyl, Leakproof Bladder holds official playing pressure months longer.

2. Patented, Double Seal, Self-Lubricating Valve for a lifetime of trouble free service.

3. Exclusive Protector-Kote for new, better appearance that lasts longer.

GREATEST ADVANCE SINCE VOIT ORIGINATED RUBBER-COVERED ATHLETIC EQUIPMENT

Look for the
BULLS-EYE VALVE
—mark of the Finest!



Regardless of its components, no ball is better than its overall construction. In the new Voit Balls, all major advancements have been welded into one strong, better playing unit, assuring players the utmost in performance while guaranteeing buyers the utmost in wear. Everything Voit has learned manufacturing millions of balls during the past 30 years has been built into the new '54 Voit Line, putting it in a class of its own.

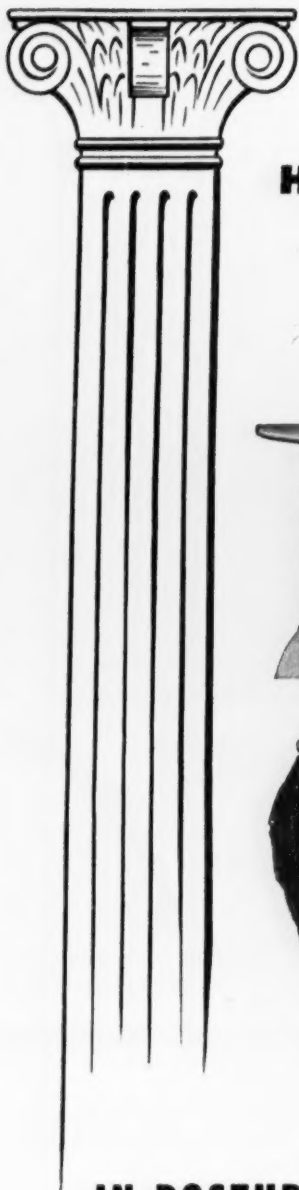
The new Voit Rubber-covered Balls give better performance and longer wear than ever before—can save 1/3 to 1/2 of the ball buyer's budget!



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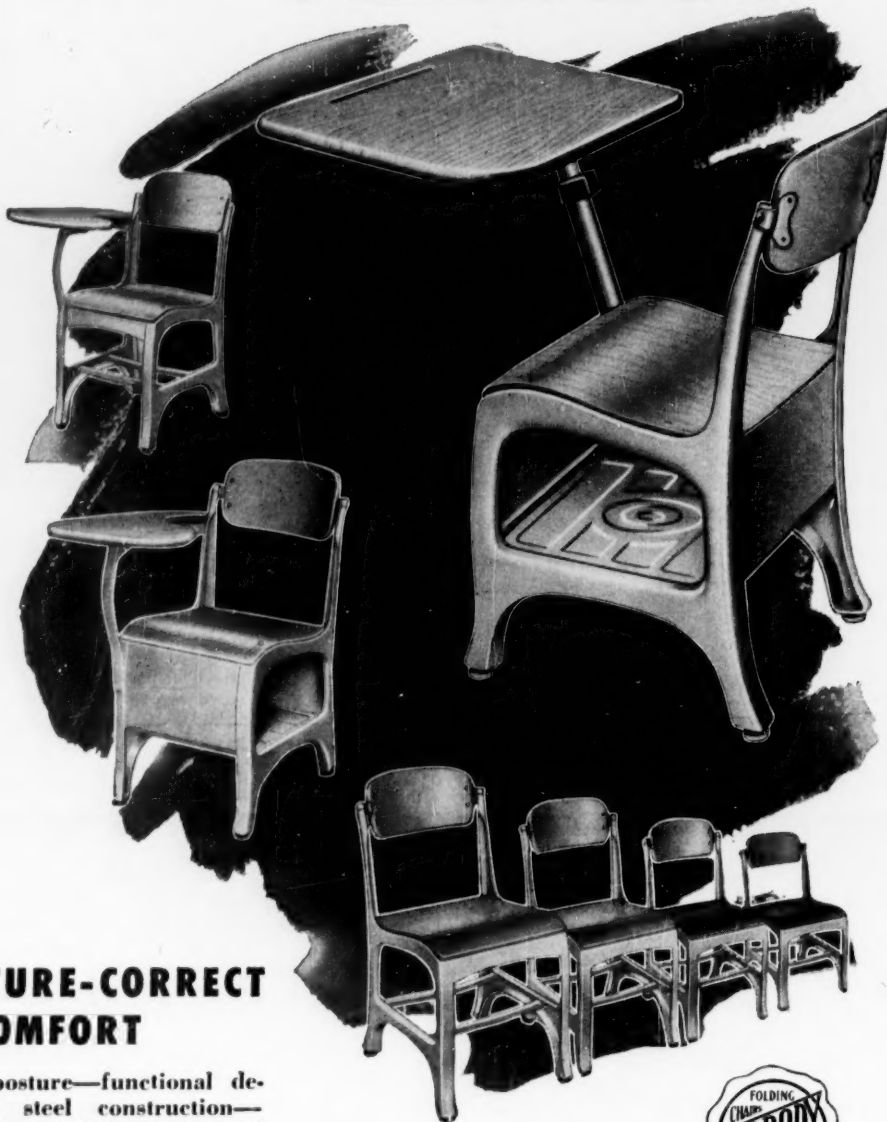


Basketballs Footballs Volleyballs Soccer-kickballs Water Polo Balls Tetherballs



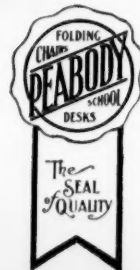
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CLASSIC



IN POSTURE-CORRECT COMFORT

Engineered posture—functional design—pressed steel construction—added strength. Solid Northern hard maple tops and tablet arms. Tough “Celsyn” finish resists marring and scratching. Posture-correct back—automatically adjusts for proper support in study, recitation or visual education positions. Chair desk top adjusts to and from student as well as up and down. Large rubber cushioned steel glides reduces noise—kind to floors. Finished in beautiful “Suntan” color—engineered color harmony. *No One Ever Regretted Buying Quality.*



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HERE'S HOW "LUDOX" ADDS SLIP RESISTANCE:

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The luster of freshly waxed floors in your building need no longer be a warning of slippery footing . . . because floor waxes improved with anti-slip "Ludox" have a unique snubbing action that gives added traction underfoot. These wax films offer even greater hardness than ordinary waxes!

With all these extra advantages, properly formulated waxes containing Du Pont "Ludox" retain the basic properties of high gloss, water resistance and leveling. Why not see for yourself how much safer your floors can be? Call your maintenance man today and have him try a wax improved with anti-slip "Ludox." He can easily get a sample from your wax supplier.

If your supplier does not have wax containing "Ludox," write Du Pont, 41478 Du Pont Bldg., Wilmington, Delaware.

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COLLOIDAL SILICA



BETTER THINGS FOR BETTER LIVING . . . THROUGH CHEMISTRY

LUDMAN**Auto-lok**
AUTOMATIC LOCKING**WINDOWS**
ALUMINUM OR WOODLaw School Building University of Arkansas,
Fayetteville, Arkansas, Architect, Paul Young, Jr.**For pleasant
classroom****Environment**

In modern school construction, windows that make maximum use of natural light and natural ventilation, are an important factor in achieving pleasant classroom environment.

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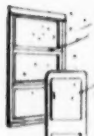
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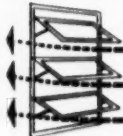
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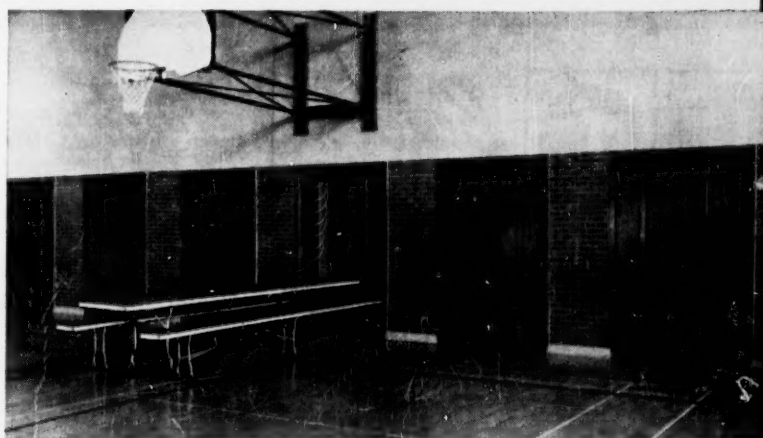


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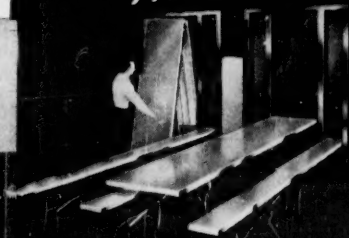
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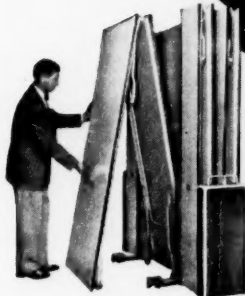
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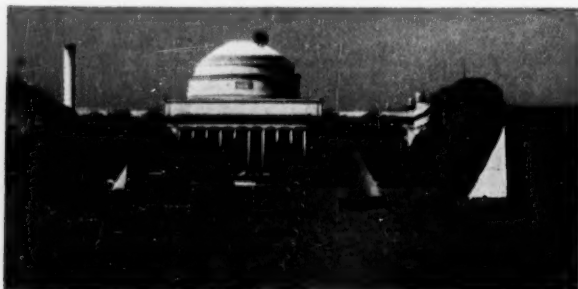


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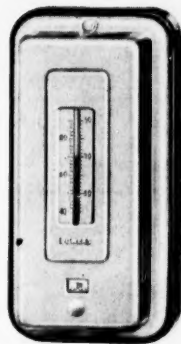
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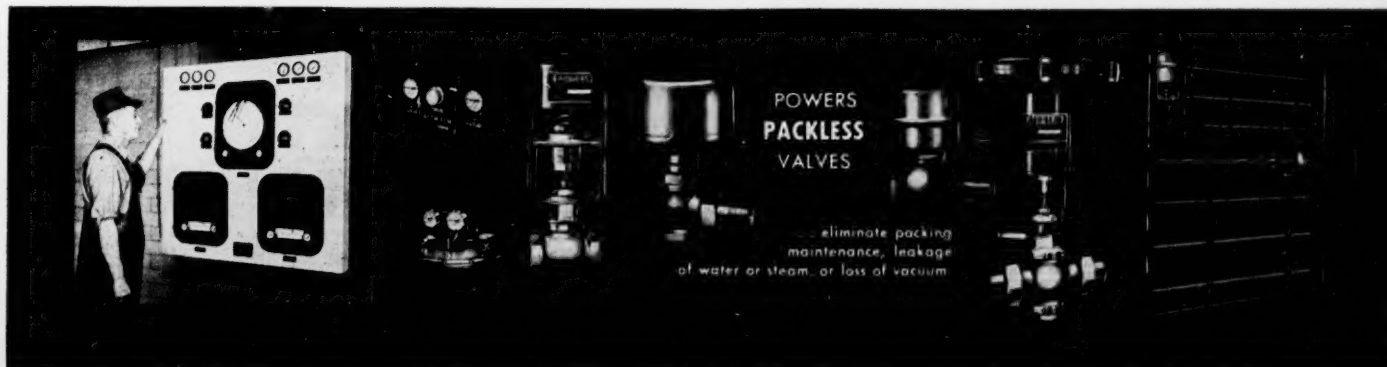
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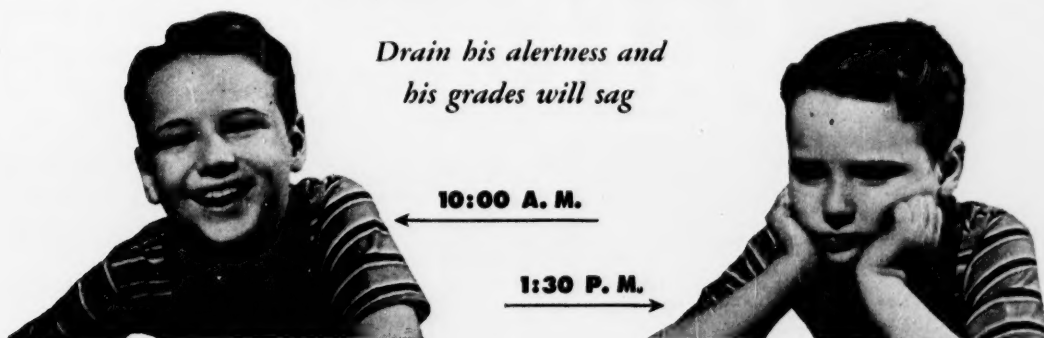
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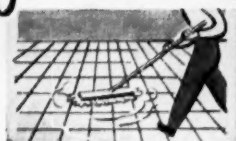
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31

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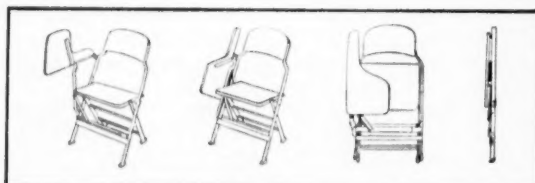
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Looking Forward

Lest Our Dreams Fade

KEYNOTED by a phrase that is packed with meaning, "Freedom Is Not Enough," an article this month by David D. Henry warns that democracy cannot long survive without a continuing program of learning for its citizens.

That phrase has another connotation—for education and religion. There is a unique relationship between public school purposes and Judeo-Christian practices. Both fields of service recognize the dignity and worth of the individual; both teach the sharing of responsibility for the welfare of others. (Am I my brother's keeper?) Both emphasize the full development of one's abilities. (Remember the parable of the talents?) Both help us to understand our fellow men so that we may live together in peace and friendship.

Since religion and free public education are so interrelated in humanitarian purposes and ideals, it is difficult to understand the apathy of the church toward public education. This inconsistency on the part of Protestantism was recognized by one leader, the Rev. Robert W. Lynn, writing for *Social Action* (Vol. 19, No. 3), published by the Council for Social Action of the Congregational Christian Churches and by the Commission on Christian Social Action of the Evangelical and Reformed Church. He states:

"One of the frontiers for Protestant thinking today is to restore a whole, *over-all concern* for the public schools. Protestants must break with their traditional attitudes toward public education. They have expended themselves on the questions of curriculum and 'religion' courses and then conveniently forgotten the institutional aspects of the educational process.

"This basic pattern of default has encouraged Protestants to act as a hard disciplined pressure group on certain issues and to dissolve into individualistic protest on other equally pressing problems. What support we give hard pressed school administrators on adequate financing and against right-wing attacks is too often occasional and sporadic."

The Rev. Mr. Lynn calls upon Protestants to "abandon vested interests" and to "awaken to the larger circle" of their responsibility. Such conversion should start, he said, in the local church, perhaps with the enlargement of the responsibilities of the church school committee, which would exercise a parallel concern for every problem in both public and church schools.

"If there is a new bond issue or tax vote proposal up for election, the committee would be responsible for analyzing

and evaluating these demands and, if approved, to rally the support of the whole church constituency," the Rev. Mr. Lynn said. Another responsibility of this church school committee "would be to interpret and perhaps to take action where the school system is branded as 'subversive.'"

Religious freedom for the Protestant, Catholic or Jew is seldom found under the reign of a dictator. If for no other purpose than to provide an atmosphere in which they can operate freely and effectively, the great religious institutions of this country should support and defend our system of free public education, for without it our dreams of democracy fade into history.

Checkup for C.P.E.A.

THE time has come for a progress report from the Cooperative Program in Educational Administration. The end of the five-year grant from the W. K. Kellogg Foundation is now in sight. Six regional centers are in their fourth year; two in their third. The Foundation has put about \$3.5 million into the program, and local and state groups have contributed nearly as much in services and facilities. This makes the total venture a \$6 to \$7 million affair—the largest single investment of its kind in educational research.

An inventory at this time would be more than a means of discovering what the contributors are getting for their investment. It is needed now as a checkup—as a means of redirection or "feed back" for the remaining year or two of the project.

The consensus that a "trial balance" is needed at this time poses two questions: (1) Just what is to be measured? (2) Who is qualified to pass judgment?

If we're trying to decide whether C.P.E.A. is measuring up to its avowed purposes, we might refer to the original statement of purposes as reported in *The NATION'S SCHOOLS* for November 1950. The editor had interviewed Herold C. Hunt, chairman of the A.A.S.A. development committee, and Hugh B. Masters, educational director of the W. K. Kellogg Foundation.

Said Dr. Hunt: "C.P.E.A. should do for school administration what the Flexner report did for medicine. It should bring about an upgrading of the profession of school administration."

Said Dr. Masters: "The Foundation has been interested for a long time in the area of school administration. In

this particular project, it is helping to develop strong centers for research, consultation and improved training opportunities. The major emphasis on this training area centers on the development of an integrated and fairly systematic program of in-service education. That is, we believe that school administration, like many highly complex jobs, demands that the individual have opportunities for further training and study while he is on the job in order to keep up with the research, new developments, and improved practices in the field.

"We are hopeful that these regional centers in the universities will be able to bring some general coordination and unity in research—that they will establish a priority list of research needed to extend and improve the action programs in the field of public school administration. We are *not* interested in seeing the project develop a long list of studies that may be used occasionally by students."

As indicated by Dr. Masters, the Kellogg Foundation will judge the returns on its investment from evidences of improvement in administrative practices.

That there has been much involvement or participation in C.P.E.A. activities to date is indisputably true. The extent to which such involvement has produced new facts and significant truths seems of secondary significance. Questions to be asked now are:

1. Have these participation programs broken down the barriers, real or imaginary, between the ivory tower and the field of battle?

2. Have they provided effective means of contact and cooperation between the theorist and the man who has the practical job to do in the school district?

3. To what extent is improvement now discernible in facilities, methods and staffs for the training of the administrator?

4. How successful have the regions been in organizing and stimulating study and action groups within the field?

Most difficult to answer is the question: By whom shall this progress report be compiled? Some have proposed that the A.A.S.A. development committee be granted a sum of money at this time with which to conduct an evaluation. Would the committee be too close to the project to view it objectively? Can such busy administrators take time to supervise so extensive an evaluation?

Can the regional centers themselves conduct the proposed evaluation? To ask them to do so would be unfortunate. In fact, it would be quite out of place to ask those who have been active participants and staff members to pass judgment on the merits of their own service.

Isn't this evaluation an assignment that can be done only by the profession itself? If so, it must be recognized that school administration to date has had too little opportunity to know what the C.P.E.A. has been doing and therefore is in no position to pass judgment at the present time. With the exception of the Middle Atlantic and Midwest centers, communication to the profession has not been one of the strong points of the program.

The regional centers have a rather urgent responsibility right now to summarize the evidence as they see it, to suggest ways in which their fact finding can be interpreted,

but obviously they should not pat themselves on the back. It would be well for such reporting to recognize that all progress in the upgrading of school administration does not necessarily trace back to the C.P.E.A. itself. There always will be the question as to how much of this improvement would have taken place in the normal course of events or through the independent efforts of groups and agencies with which the C.P.E.A. cooperated.

The situation seems to boil down to this: School administrators should be the jury. But the regional centers should organize the briefs.

It is somewhat in this spirit of accounting for its stewardship that the Middle Atlantic region held a "review of evidence" on November 16 and 17 at Teachers College, Columbia University. At the close of the session, listeners were asked to comment on the "look ahead." Their suggestions were threefold: (1) The mass of bulletins and reports should be distilled so that the administrator may look at the facts. This means, rather frankly, that the capsule reports will have to cut out wishful thinking and jumping at conclusions without evidence. (2) As suggested by Paul L. Essert, there is need for C.P.E.A. to bring into focus "the process of administration as it operates in and through the community." (3) Others called for more specific instruments and techniques for doing the job.

If the profession itself is to do the evaluating, how can sufficient evidence be brought to it? One method would be to retrace the steps by which the program originated, that is, through a series of meetings reaching into the states and then on into smaller areas.

In fact, the three regional meetings of the A.A.S.A. in 1955 offer a splendid opportunity for such a program. The A.A.S.A. development committee might well be the instrument of planning for this accounting to the membership.

A "Grim" Fairy Tale

ROBIN HOOD and his band were subversives, complains a woman member of the Indiana textbook commission. She asks that all stories about him be banned from the school curriculum.

If the situation calls for further investigation, we suggest several other indictments. It seems quite evident that Little Red Riding Hood was subversive; otherwise why did she wear a red hood? Perhaps the F.B.I. should check the record of the seven dwarfs because they shared their lot in a communal way.

The investigators ought to look beyond the iron curtain of Wonderland and check the files on Alice. Especially questionable is her contact with the Red Queen, so it should be easy to convict her of guilt by association.

Just a word of final warning: Be careful who sees you reading fairy tales and nursery rhymes.

P.S. The Indiana textbook commission dodged the issue. Supplementary texts, the state superintendent explained, do not come under its jurisdiction.

The Editor



FREEDOM IS NOT ENOUGH

DAVID D. HENRY

Executive Vice Chancellor
New York University

FROM the day when Hitler sent his armies into Poland through our present frustrations and uneasiness in working for peace in Korea, we as a people have been preoccupied with Freedom.

This singleness of national concern followed decades of preoccupation with other goals—with economic prosperity, with economic security, with peace through appeasement. War came, but its historical bitterness was dwarfed by the horrors of Buchenwald, and we suddenly became more conscious of the personal and national meaning of Freedom than at any time in our history. What we had taken for granted now became precious and exclusively all-important.

We expressed our new concern in many ways. The Declaration of the Four Freedoms was an index to our mood. In education the theme became "Education for a Free Society," and much curriculum diagnosis and construction grew from our new Freedom consciousness.

In identifying this national preoccupation with Freedom, I do not minimize its transcendent priority within the framework of American democracy. At the same time we must consider that Freedom alone is not enough for personal and national fulfillment, and preoccupation with it in isolation can distort our understanding of the complex of values inherent in meaningful existence.

Freedom must be put into context with other values, values that encompass the "good life" and the outcomes of civilized living. Primitive peoples

may have a high degree of Freedom; a desert tribe may have Freedom; a backwoodsman may have Freedom. We obviously do not emulate any of these situations. Nor should we become so concerned with the defense of our Freedom militarily that we develop a bomb shelter psychology and accept the inevitability of war. The time that is ours between now and any need for the bomb shelter is the time that we must use so that if the bombs do not fall we shall not have lost the intellectual and spiritual gains of civilization.

This imperative forces all educated men and women and all the professional servants of education to realize the immediate and perennial significance of Thomas Jefferson's words, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

NEW EVALUATION

Accepting the all-important rôle of education as the core of all that has meaning in our time brings us to a new evaluation of adult education in all its forms. The urgency of our task compels us to find new ways, larger outcomes, and a broader base for the education function.

The recent report of the Fund for Adult Education, entitled "The Challenge of Lifetime Learning," defines this thesis:

"A free society will prosper in direct relation to the ability of its citizens to think independently and critically, to grow in knowledge and wisdom, and to accept with a mature sense of responsibility positions of trust in

civic, national and international affairs. Citizens of this character can only be developed through education which continues throughout adult life."

Adult education, both as a concept and as a function, has been peripheral in American education for many years.

The concept of a broadly educated citizenry was rooted in the vision of the founders of our country, as their many eloquent statements indicate. The faith of Thomas Jefferson in popular education found expression in the birth of the common school and in the establishment of colleges and academies. These were instruments for the education of the young, however. Even at the opening of the Twentieth Century the adult who did not have the advantage of education while young might be personally inspired by the legend of Lincoln at the fireside or later he might use Eliot's 5 foot shelf of books, but his continuing growth, in educational ways, had to be self-propelled with little service or help.

Organized education for the adult in the broad sense is of the Twentieth Century. Even within our memories the beginning of its rapid development was not central in the education pattern. Adult education really started with limited objectives, using the leftover or makeshift tools of other educational service. An early great impetus came with the Americanization of the foreign-born. Another push came from the "self-improvement" courses of the correspondence schools, the extension departments, the night schools, and the evening colleges.

Then, with the depression, came

the federally subsidized educational programs for the adult through the W.P.A., the E.R.A., the C.C.C., and other agencies. However we may appraise the immediate outcome of these programs, they established two premises: (1) The adult can and should be served through the local community; (2) the adult is interested in education for leisure time, recreation and personal enrichment. Of course, home-making, child care, parent education, and personal efficiency also came in for a great deal of attention in these new definitions.

"INFORMAL" EDUCATION

At the same time that the concept of adult education was broadening and its purposes deepening its tools, fortunately, were improving. Once the class in adult education was nothing more than a day school class at night, using the same organization of instructional material, often having the same teachers (whose only motivation for employment was the extra pay), the same technics that were used in the daytime and often the same limited objectives. It is no wonder that the achievements of these courses and programs were limited. It was inevitable, however, that the adult education teacher should become identified as one having special skills in communication, in motivation, in the adaptation of materials to his adult audience. It was inevitable that the formal class should change to a discussion group and that we should find the workshop, the camp, the conference as more effective devices. "Informal" education became a new term to describe the new approach to the education of the adult.

Now, within the last decade, we have a new objective added to the inventory. Adult education is still education for citizenship, education for self-improvement, personal efficiency, and personal enrichment, but it is also a means for developing consciousness of the overwhelming urgency of accelerating international understanding. It is important to note that, while certain forms of organized adult education were pioneered in Europe, the broadened concept which we accept today in the United States is new in Europe and is gaining ground only because of the work of the United Nations, UNESCO and the expanded scholarship programs offered specialists in adult education.

This movement of adult education

from the periphery of educational service to a place central in organized education is given perspective in this prophecy by Howard McClusky, professor of education and director of community services program, University of Michigan: "Just as the Nineteenth Century witnessed the growth and acceptance of elementary education and just as the first half and second quarter of the Twentieth Century have, respectively, embraced the development of secondary and higher education, so will the next 50 years see adult education come to full stature as a phase of an advancing and dynamic culture. It will be accepted without reservation as the fourth and culminating level of education."

A free society begins at home—in the efficacy of the church, the school, the club, the manner of recreation and work, the quality of local government.

An enlightened society also begins at home—in those community organizations that make for personal enrichment, the libraries, the schools, the museums, the study groups; in the community concern for public health and improved living conditions; in co-operative efforts for economic stability and intergroup harmony.

COMMUNITY RESPONSIBILITY

Community responsibility, then, is both a means and an end of education, and adult education, as well as other educational services, must be concerned with both achievements and failures at the community level.

A former president of Boston University, L. H. Murlin, many years ago defined the responsibility of the educational services of a community in these words: "It ought to be a startling and alarming experience to find a poor piece of engineering work in a city where there is a school of engineering. It should be regarded as a very serious matter for a city to have poor sanitary conditions . . . when it has a medical school in its center. It is a serious reflection that any city having a college or university with a department of education in its midst should have a poor and inefficient public school system. . . . If learning is worth anything it is worth being used in our everyday life. . . ."

We all recognize that it has been and continues to be common practice to attribute to the schools all of our social maladjustments. Whether it is the poor spelling of the new employee, the emotional instability in the indus-

trial dispute, the weakness in the ethics of the bank clerk, or, on a larger plane, higher taxes, secularism, delinquency, the evils of regimentation, or atomic hysteria, critics attribute our social failures to the inadequacies of the schools.

Whatever justice there may be in these criticisms, and there is some, adult education must share in the responsibility for dealing with the problem. We all know that the early years of the individual are not enough for learning. We all know that the early years are not enough to induce sustaining motivation for community responsibility.

Thus, in its essence, adult education comes to be an integral part of the educational service of our time. Whether we are in college or university, elementary or secondary school, church or social agency, government or business, labor union or management, each of us has a part in the failure or the success of efforts to solve community problems and all that this means in the lives of our people and in world peace.

You will remember that, in "Maud Muller," John Greenleaf Whittier wrote:

For of all sad words of tongue or pen,
The saddest are these: "It might have been!"

I think equally tragic are the words, "I might have known!" Let us all hope and pray that, as a people, we shall never have occasion to use them. Let it never be said that we have not cared enough to learn enough to solve our community problems.

THREE-D CONCEPT

I have defined a 3-D concept of adult education. The first dimension is the historic one—education for self-improvement and for the specific objective. The two new dimensions, interrelated, of course, in the total focus, are adult education for community responsibility and adult education for international understanding.

Freedom alone is not enough. Freedom must continually be nourished and refreshed by education. In the words of Prof. Sydney Hook: "When adult education is conceived and organized to minister to the continuing intellectual needs and interests of a democracy, it furnishes the steady light in which the spirit of freedom can refresh and sustain itself."

Adapted from an address given at the annual conference of the Adult Education Association of U.S.A., Oct. 26, 1953.



**Bigness means wide-open opportunities,
but Bigness brings its own anxieties.
Here is the all but fantastic story of a
school system that serves a million
youngsters, and nobody would call
them a cool million either . . .**

WHERE ELSE BUT NEW YORK?

DANIEL S. SCHECHTER

Bloomfield, N.J.

NEW York City does everything in a big way. The opportunities given by Bigness and the cares it brings are New York's fantastic story, making school administrators throughout the country a bit envious, yet relieved that such burdens have not fallen on them.

The city's public school system is the largest such operation in the world. With almost 1,000,000 children and close to 40,000 teachers, it provides a laboratory for experiments of national and international significance. Pupils are housed in 760 schools, and there are 90 annexes and administration buildings. The annual operating budget is \$349,000,000, excluding capital projects. The schools serve 140,000 free lunches daily. Each day 8000 classes listen to the board of education's local radio station. There are 40,000 titles represented in the books and reading materials used in classrooms.

To cater to pupils' special interests the city operates an 11,000 ton floating laboratory and classroom for high school maritime studies; the country's only high school devoted exclusively to drama, music and dance; New York State's only four-year agricultural high school; an alternate school-work program in which students earn more than \$2,000,000 annually, and a school where students beginning with the first grade learn their three R's in three languages.

The Bigness of New York City's school system brings problems, too. For example:

How to give each teacher a feeling that he or she "counts" and is an active participant in the schools' administration. Also, how to let 2,000,000 parents speak out on their neighborhood problems.

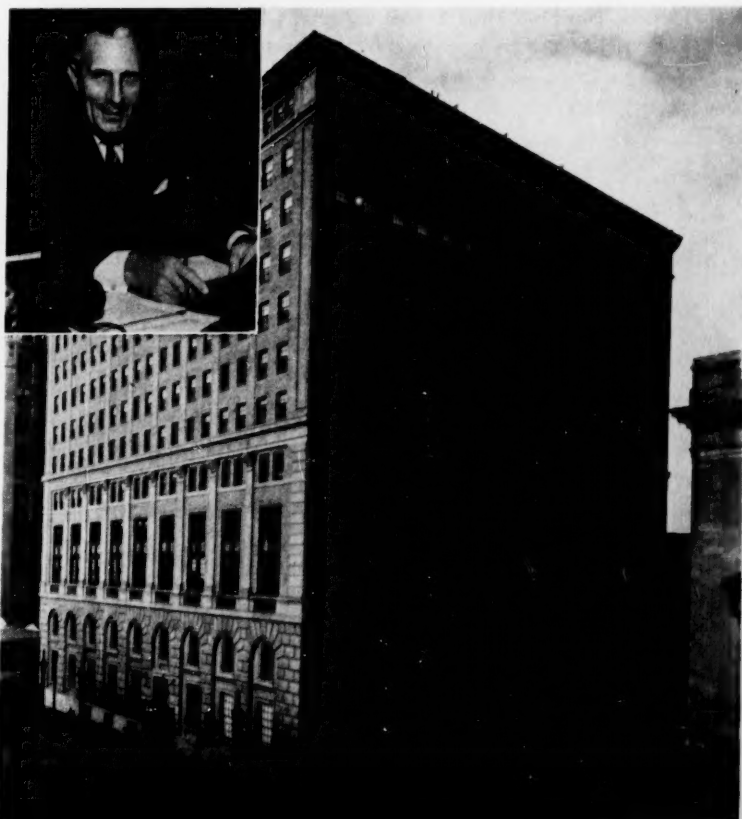
How to provide for slow learners and especially for the 1 per cent with intelligence quotients below 50 who currently receive such training as they can assimilate in private schools, in institutions, or at home.

How to teach the one-third of the newly immigrated Puerto Rican pupils in the elementary schools who speak no English.

These are only a few of the problems. But before I tell the New York City school story, let's look at this gigantic, sprawling operation and see who and what makes it tick.

Who is responsible for school policy? The law charges the board of education with policy making, but the board

The New York City Board of Education building is in Brooklyn. William Jansen (inset) has been superintendent of the city's schools since 1947.



of estimate appropriates the budget, and the state legislature in appropriating school funds also helps to determine the outlines of local policy. The board of education consists of nine unpaid members, representing the city geographically and appointed for seven-year terms by the mayor. Political expediency usually leads to an equal division of the positions among the three major religious faiths.

A staff of about 48,000 people is employed by the board to administer the day-by-day operations of the schools. Holding down the coveted \$32,500 a year superintendent's job is William Jansen, a veteran of 45 years in the city's school system. The 6 foot 3 inch, 215 pound superintendent rose from substitute teaching to the No. 1 position, on the way marrying a fifth grade teacher at a school where he was principal. Last June Dr. Jansen began his second six-year term, after receiving the unusual honor of being reelected unanimously by the board members six months before the expiration of his first term.

Administration of the school system, under the superintendent, is split into seven major divisions. At the head of each is an associate superintendent (annual salary \$16,250). The associate superintendents, the deputy superintendent (\$25,000), and the superintendent form the "board of superintendents."

Each local school area is headed by an assistant superintendent (\$13,500).

A four-year agricultural high school, the only one in New York State, is located at the Newtown High School annex in Queens. It originated in 1917 when New Yorkers began cultivating wartime victory gardens.

There now are 54 local school board districts presided over by 25 assistant superintendents. They supervise only the elementary, junior high, vocational and special school organizations in their districts. The high school division at central headquarters is directly responsible for the high schools.

TRAINS OWN TEACHERS

New York City does not face the across-the-board teacher shortage that confronts many school systems. Reasons generally given for the city's relatively better position in teacher recruitment are (1) the large number of colleges within its borders and their special attention to the programs of their education schools, (2) job security, (3) high salaries in comparison with most areas, and (4) a pension plan allowing teachers to retire at the end of 35 years of service.

However, outlying areas which offer easier teaching conditions and in some cases salaries above New York City's have drawn the cream of the recent crops in the city's teacher training institutions. Until recently New York reported no teacher shortage for the elementary grades. But in October the board of education raised the age limit for teacher candidates in the 1A-6B classification from 35 years to 40. Perhaps the most severe shortage is among junior high school instructors, a division that does not seem attractive to many would-be teachers. One reason for the scarcity here is that New York

City has had different requirements for junior high school than for high school teachers, and colleges did not prepare prospective teachers for the city's junior high school posts.

The high schools face no shortage of teachers for the academic subjects, but instructors are lacking in some technical subjects. Serious shortages exist, too, in the teaching of retarded and other handicapped children. These shortages have been ascribed to the lack of appropriate courses in colleges and to the unwillingness of candidates to undertake the special work.

Faces at the board of education were red last September when 200 of the 1100 elementary school teachers appointed during the summer failed to report for work on opening day. Conceding that somewhat less than 10 per cent of the newly appointed teachers usually decline appointment, Dr. Jansen said that "this is the first time it is as serious a predicament." For the mass exodus school officials blame higher pay offered elsewhere and appointments to schools in difficult, remote or crowded areas.

FIGHT SINGLE-SALARY PLAN

Elementary and junior high school teachers generally show signs of good morale, but many high school instructors are dissatisfied. This is especially true of vocational teachers who view the vast difference between school and industry pay. Their morale is not helped by the attitude of teachers, guidance counselors, and parents who label the vocational schools a "Siberia" for poor students.

High school teachers complain that the single-salary schedule, introduced several years ago, has worked to their disadvantage in equalizing maximum salaries for elementary and high school teachers at \$6500. Since 1939, elementary teachers have received a 91 per cent increase, high school teachers only 44 per cent. One reason for adopting the single-salary schedule is to attract men teachers to the lower grades. Now 50 per cent of the high school teachers but only 5 per cent of the elementary teachers are men.

Teachers in schools with large enrollments of Puerto Rican children have found their work a particular trial. With Puerto Ricans composing 8.2 per cent of New York City's elementary school pupils—46,851 of 568,062 registered in October 1952—the school system reported that 17,954, or 38.2 per cent, were "non-English





The 10,800 ton Liberty ship, John W. Brown, moored at a downtown pier, is a floating laboratory and classroom where approximately 400 boys spend every other week engaged in practical maritime studies.

speaking." The concentration of Puerto Rican pupils is more than 67 per cent in some schools. Last winter the brighter bilingual youngsters in some schools found themselves acting as interpreters, relaying instructions from English speaking teachers and generally assisting and comforting the Spanish speaking Puerto Ricans. More than 1000 of the city's teachers have voluntarily learned to speak Spanish, and more than 100 have visited Puerto Rico. The Ford Foundation's Fund for the Advancement of Education has granted \$160,000 to the New York City school system to be used for research on teaching Puerto Ricans.

HOW MANY COMMUNISTS?

How many teachers in New York City have at one time been affiliated with Communist or Communist-front organizations is a question that has received widespread publicity in the nation's press. The investigation by Dr. Jansen into the loyalty of the city's teachers has led to the ousting or resignation of approximately 100.

In answer to teachers' fears that investigations now going on would make it inadvisable for them to take up controversial issues in their classrooms, Dr. Jansen replied: "The teaching of controversial issues is an integral part

of our social studies curriculum." He pointed to a recent curriculum bulletin, "Social Studies, Grades 7, 8 and 9," approved by both the board of superintendents and the board of education, describing controversial issues as "the lifeblood of vital teaching in social studies." It defines "the obligation of the school to present appropriate controversial topics in such a manner that young people will begin to acquire the intellectual habits of searching for all available facts, of striving for understanding, and of forming rational judgments."

Does criticism of American foreign policy or practices render a teacher suspect? In Dr. Jansen's opinion, "as an American citizen, a teacher has every right to question American foreign policy outside of the classroom. In the classroom, however, a teacher must maintain a fair and balanced approach. Obviously, if a teacher consistently criticizes American foreign policy, his objectivity is open to question."

What assurance can be given liberal teachers that in the changing

climate of opinion they will not be regarded as subversive in the future? Said the superintendent: "No one is or will be considered subversive unless he advocates the forcible overthrow of the government or belongs to a group dedicated to that purpose."

EXPERIMENTS IN CURRICULUM

Because of its size, New York City is able to conduct experiments in curriculum which smaller communities cannot afford.

Board of education officials are particularly pleased with the cooperative education program under which 3800 high school students 16 years old and over enrolled in courses in which they alternated work on the job with work in school and earned \$2,284,292 during the last academic year. The co-operative program, which has grown from three participating high schools in 1915 to 35 in 1953, recently was opened to students wishing to do hospital work. Although the majority of "co-ops" do commercial work, the greatest growth last year was in trade and industrial areas such as aviation,

food trades, automobile mechanics, plastics, electronics and photography.

All "co-op" students are in full-time classes for the first two years of high school. During the last two years, they attend classes and are employed in related jobs on an alternate week or two weeks' plan. Students work in pairs, one at school and one on the job. A commission composed of representatives of management and labor from the various industrial, commercial and professional fields assists the board of education in the development of all cooperative programs.

About 500 talented students daily supplement their academic studies with professional training in drama, music and the dance at the School of Performing Arts, the only public high school of its kind in the country. The faculty consists of licensed full-time teachers selected by the board of education to give instruction in the regular academic subjects necessary for college entrance and part-time instructors who are professional artists in the entertainment fields. Stage luminaries, including José Ferrer and Clifford Odets,

have given lectures at the school from time to time.

A United Nations seminar in Ceylon recently heard praise of a language training program in one of New York City's public schools. A Yale University professor told a UNESCO conference that Public School 208 in Brooklyn was one of the relatively few United States institutions teaching foreign languages properly by beginning when the student is young enough to absorb the alien tongue with comparative ease. The school's program may have been news in Ceylon, but for two decades the residents of the Hyde Park section of Brooklyn have heard French and Spanish, as well as English, spoken by youngsters who, from the first grade on, learn their three R's trilingually. Classes continue through the eighth grade.

CLASSES EXPAND

From the early days of the program, when it was restricted to "brighter children" only, the classes have expanded until more than half of the school's 1350 pupils now take part.

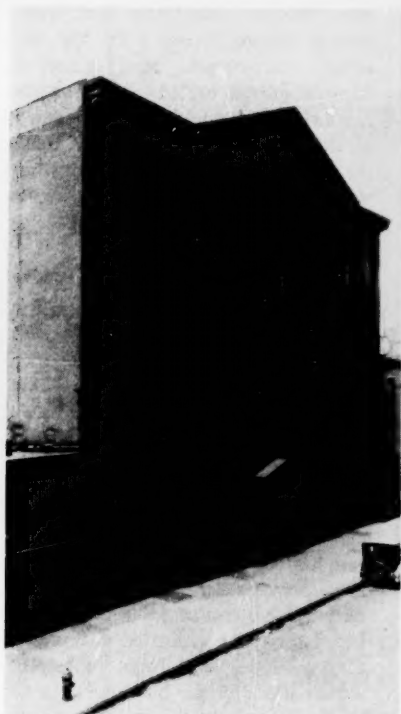
Television and radio too play their part in New York City's public school education. Eight thousand classes listen daily to the board of education's FM radio station, WNYE. Each school boasts at least one radio. Television station WPIX, owned and operated by the *New York Daily News*, for the last year has cooperated with the board of education in offering "The Living Blackboard," a program to teach home-bound high school children.

Dr. Jansen has called television a "new development that marks the opening of virgin territory in education." "I look on television as a natural resource, like forests and the minerals in the earth," commented the superintendent, "and the government must not be too ready to give away all channels for commercial use."

At Junior High School 47, the world's largest public elementary and junior high school for the deaf and hard of hearing, some 550 youngsters between the ages of 2 and 16 are emerging from a private world of silence or half-sound as the majority, with some residual hearing, learn to hear and to speak. A class opened at Public School 85 in the Bronx in 1952 for boys and girls whose muscular coordination has been impaired since infancy. It is one of three classes of

These children are new arrivals from Puerto Rico. They range in age from 7 to 12. Some do not understand English. Parents visit the classroom to see what children do at school. Thus the parents learn about the American way of life. The children are singing "God Bless America."





Left: The Food Trades High School Annex, the oldest school building still in use in the city, opened in 1847 as an elementary school. Above: The Chelsea School, an all-day community school, opened in 1951.



Another contrast in New York City school buildings: above, the Juniper Valley School, a neighborhood school which was built in Queens in 1951; right, Brooklyn Technical High school, which with its more than 5000 students, has the largest enrollment of any of the schools in New York City.



its kind in the city. City youngsters who are sick or deformed and bedridden may attend one of the 19 board of education classes conducted in eight out-of-town hospital institutions.

Fourteen special schools, set up since 1947, are devoted entirely to the rehabilitation of children with behavior problems. The keys to the success of these "600" schools are small classes, additional services, and understanding teachers. The most recent one, for narcotics users, has a maximum capacity of about 200 youths and is said to be the first of its kind in the country. It has about 100 students, whose ages range almost exclusively from 17 to 21.

PROGRAM FOR SLOW LEARNERS

Slow learners are a problem to school officials, classmates and themselves. Junior high and high school students with I.Q.s between 70 and 90 have suffered especially. New York City decided to help them and in 1949 inaugurated its "XG" — experimental general — program in 36 schools. This program is based on the conviction that even the slowest learner is interested in things familiar to him; that the curriculum must be planned about matters of real concern to him; that these topics must be chosen by teachers and pupils together, and that slow learners can be helped to develop positive attitudes and standards of conduct and habits and can be shown the way to responsible citizenship.

A track for slow learners, which may make it possible for some youngsters who experience difficulty with the elementary school program to study seven years instead of the present six, is being considered. The new, slow track would be for boys and girls with I.Q.s

over 70 but who are considered "dull normal" or "slow normal."

New York City presents a challenge to educators and citizens alike who seek to develop closer school-community relationships.

The leading citizens' educational organization in New York City—58 years old, it is probably the oldest in the country—is the Public Education Association. A nonpartisan group dedicated to improving public schools and colleges, the association believes that schools will be only as good as the community wants them to be. In conjunction with Columbia University's Teachers College, the P.E.A. presented last fall two tuition-free courses for citizens interested in improving the public schools. The courses are entitled "Effective Group Leadership for New Yorkers" and "Citizens View the Public Schools."

COMMUNITY COORDINATORS

The board of education urges the development of citizens' committees throughout the city, and the school system has trained a group of teachers to serve as "community coordinators." They aid residents in planning parents' meetings, give counseling services, address adult groups, and perform other functions designed to strengthen school-community liaison.

Various efforts to solve the problem of Bigness and to give citizens more participation in the destinies of their local schools are being tried. One section of New York is being treated as a small town in the midst of a great, crowded and generally unneighborly city. Four years ago the 140,000 residents of the Bronx Park section were neighbors only in the sense that they inhabited the same four square miles.

Now, thanks to the Bronx Park Community Project,* not only has the school curriculum been enriched through greater use of local resources but a center for adult education known as the Bronx Park Community Institute has come into existence and has grown to serve 2000 people simultaneously with 67 courses.

BUILDING PROBLEMS

Another factor that can be measured objectively is the quantity and condition of buildings. Despite the vast sums spent each year, there simply are not enough schools being built to handle properly the increasing enrollment. At an outlay of more than \$250,000,000, 69 schools have been built during Dr. Jansen's régime, and 72 more are under way. Three hundred and fourteen new projects are scheduled for construction during the next six years at a cost of \$300 million, but Dr. Jansen has estimated that about \$100 million a year (twice the present annual allocation for buildings) would be required for the next five years to construct the needed schools.

The difficulty is not only in keeping up with an annual increase of a few thousand youngsters. New housing developments constantly are shifting the school need, while schools in other sections for a number of reasons become under-utilized. Actually, the schools in the fall of 1952 had 14,199 more seats than pupils, but the empty seats were where the pupils were not.

The biggest problem faced by school building officials is obsolescence. The long lag in construction during the depression and war years has combined with attrition through age and use to put the educational plant far in arrears.

• • •

New York City means and offers something to each of its 8,000,000 residents. To the almost 1,000,000 school children it means overcrowding but also unusual opportunities possible only in a municipal laboratory of this size. Whatever the city's deficiencies—and even its natives admit they are legion—this mighty and unparalleled metropolis through the many arms of its school system offers youngsters the chance to find themselves where otherwise they might easily be lost.

*For a more complete discussion of the Bronx Park Community Project see Mr. Schechter's article, *A Community Begins to Live*, *The Nation's Schools* 50:43 (October) 1952.



TV Station WPIX cooperates with the board of education to present the "Living Blackboard," a program to teach the homebound high school students.

The Importance of Human Relations in Educational Administration

DIFFERENT KIND OF STATESMANSHIP

FREDERICK C. McLAUGHLIN

Project Associate
C.P.E.A. Middle Atlantic Region

NEW INSIGHTS NEED BETTER APPLICATION

MATTHEW J. PILLARD

Associate Professor of Education
University of Delaware

EXEMPLIFY DEMOCRACY AT WORK

A. L. WINSOR

Director, School of Education
Cornell University

SETTING THE SCENE

B. J. CHANDLER

Assistant Professor of Education
University of Virginia

BOARD-SUPERINTENDENT RELATIONSHIPS

HOWARD V. FUNK

Superintendent of Schools
Bronxville, N. Y.

THE IDEAL ADMINISTRATOR

GEORGE E. BRYANT

Superintendent of Schools
Roslyn, N. Y.

ADMINISTRATOR AND STAFF

WILLARD S. ELSBREE

Professor of Education
Teachers College, Columbia University

ROLE PLAY AS TRAINING

STEPHEN M. COREY

Horace-Mann-Lincoln Institute of School Experimentation
Teachers College, Columbia University

APPLICATION AND CASE STUDIES

RICHARD WYNN

Assistant Professor of Education, Teachers College
Communications Associate, C.P.E.A. Middle Atlantic Region

The Cooperative Program in Educational Administration in the Middle Atlantic Region has been conducting a number of studies of the ramifications of human relations in educational administration. These inquiries have involved the participation of school administrators, teachers, lay citizens, students and professors of education. The following articles, written by people involved in such studies, discuss human relation problems and insights inherent in the job of educational leadership.

NEW KIND OF STATESMANSHIP for democratic administration



Frederick C. McLaughlin

NOT many decades ago, it seemed apparent that the institutions of free men had come of age. Democracy was hailed as the natural and inevitable system of social and political organization. However, such illusions were short lived. Two world wars have demonstrated that there is nothing predestined about democracy. At the moment two powerful ideologies, democracy and communism, each represented by great blocks of national states, pose as unfriendly giants competing viciously for dominance. This conflict, characterized by international cleavages and tensions, insecurity, anxiety and distrust, seems likely to continue for a long time.

Our ability to sustain and to enlarge the ideals inherent in our democracy may determine its ultimate success. Thus James Conant in "Education in a Divided World" has reduced the cold war problem to a question of our own fitness to survive.

Let us examine briefly the rôle of public education in extending this fitness to survive. Education in America is rooted in democratic philosophy. The public school is both the vehicle and a reflection of the faith of democ-

ratic life and growth in American society. One of the most powerful ideas to emerge from the founding of this nation was that democracy requires an educated citizenry. It would appear that this requirement is even more important today than in 1776.

Preserving democracy in the hearts and minds of men involves more than "teaching about democracy." Verbalization of democratic ideals and the study of historical documents are desirable but inadequate. Young citizens learn to live democratically by working, learning and living in institutions that are in themselves fundamentally democratic. Democratic patterns of action cannot be developed in an autocratic climate. Operational democracy is basic therefore to good educational organization and administration.

BETTER SCHOOLS, BETTER CITIZENS

Fortunately for us, a new sensitivity to the need for more democratic practice in public school administration is clearly discernible. Advisory committees of students, teachers and lay citizens are growing rapidly in numbers and effectiveness. Educators are becoming more receptive to the principle

that planning, decision making, curriculum building, and all other aspects of school life should, insofar as possible, be shared by those who are affected. This development in cooperative planning and administration results not only in better schools but also in better citizens and better communities.

The statesmanship required under this concept of democratic school administration calls for new insights and skills, which fall squarely within the area of human relations. Ministers, lawyers, physicians and all other leaders in democratic society—as well as educators—realize they need all the help that science can give in making them more successful in dealing with people. Reliable estimates indicate that 90 per cent of the time of forward looking school administrators is spent in working with people, and only 10 per cent in working with things. Studies of reasons for failure in school administration clearly show that it usually results from the inability of the administrator to work with people and not from incompetence in technical skills.

OF HIGH SIGNIFICANCE

Good human relations are involved in any effective working relationships established among groups or individuals. They are precisely in harmony with the moral and ethical sanctions of democracy, since they are both fundamentally concerned with the nurture of the human spirit. They are emerging as a rapidly growing and highly significant area of human knowledge and behavior. The task is not simply investigating an "area of the unknown" but seeing that that which is known is fully and properly used.

PERHAPS all of us know a few outstanding school administrators endowed with a special sensitivity to human characteristics and needs. These are persons whose success has been especially noteworthy in engendering a high quality of human relations among their associates. Do they possess some kind of intuition that others lack? How did they get that way?

The search for insights into the behavior of individuals and groups as they engage in social action has been undertaken extensively in recent years by various research agencies, teams and individuals. Some of the evolving concepts hold great promise for meeting the current challenge to enlightened educational leadership.

Human relations skills can be learned. An old adage that has enjoyed wide acceptance is the notion that "leaders are born and not made." This concept has long been the basis for a multitude of studies endeavoring to disclose the traits that are peculiar to leaders. The results of these studies have not substantiated the old maxim. In fact, that idea appears to be faltering in the face of mounting evidence that the characteristics of individuals rising to positions of leadership are exceedingly diverse.

Leadership is an aspect of social effectiveness, a kind of expertness in human relations. The quality of personal relationships depends upon specific social skills, and like other skills these may be learned by practice.

Groups have a growth process. School administrators who have tried to work democratically with various groups have undoubtedly felt frustration, impatience and dismay at the difficulties encountered. The false identification of democratic leadership with a laissez-faire attitude regarding the responsibility for group growth has caused much confusion. A major difficulty stems from the tendency to blame the democratic method for group failures while nothing is done to encourage group growth on the part of the participants. "Experimental findings indicate that groups can grow in their ability to work efficiently, to handle successfully emotional problems within the group, to bring out and use potential member contributions, to absorb such shocks to the group as loss of a member, inclusion of new people, conflict over leadership, and incompetent or group dominating leadership,

New insights into leadership need **BETTER** **APPLICATION**



Matthew J. Pillard

to be objective about group problems, and to seek continuous improvement in group efficiency."*

Groups can train their own members toward improved functioning. Effective group functioning requires that the group as a unit develop certain skills. Experimental evidence indicates that groups can learn to analyze their effectiveness, recognize their stage of growth and modify their behavior so as to improve their productivity as a unit. A mature group will recognize that individuals at different times can exercise various functions profitably: resource person, discussion leader, process observer, recorder. Where this occurs we can expect that a loss of a particular member can be absorbed by the group without serious impairment of its over-all function.

Evocative democratic leadership. School administrators cannot expect to, or be expected to, exercise a direct, intensive and continuous leadership responsibility in the many groups manifesting school interests. They must recognize the necessity to encourage growth among their associates in order to bring about more intelligent and more effective participation in the analysis and the solution of school problems. It is important that they seek to discover and nurture leadership among their associates. Groups must be guided in such a manner that latent leadership will emerge.

Leadership training methods should be consistent with the objectives. Leadership training is more than a matter of increasing knowledge. It involves change of behavior. It calls for opportunities to function in an atmosphere where the official leader and his associates endeavor to improve their effectiveness by consciously con-

tributing to the growth of working groups as units.

The rôle of an experienced trainer is particularly helpful in avoiding difficulties that stem from misconceptions regarding the need for a permissive group atmosphere. Simply to provide opportunities for groups to function, for leadership to emerge, will not assure appropriate development of leadership skills.

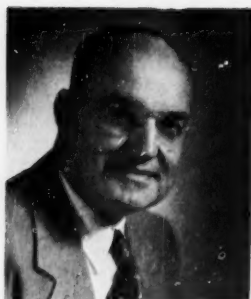
Social change in group settings has advantages over attempts to modify behavior individually. We frequently come upon individuals whose manner of functioning is out of harmony with the expectancies of the situation. This often happens where policies are formulated and decisions are reached without the participation of those who are affected by them. Efforts to interpret such policies are sometimes helpful.

On the other hand, group oriented decision making has proved to be surprisingly effective in changing behavior. If group members themselves engage in setting the goals, or if a group as a unit arrives at a decision, significant changes are likely. Commitments made in the presence of others tend to be carried out.

It is quite evident that the meaning and importance of the kinship between human relations and democratic administration have not yet penetrated vast numbers of school systems. The idea of control via status, strategy via maneuvering, obedience via imposed restrictions still characterizes a huge segment of our public school enterprise.

School administrators and those who train future school administrators can profit immeasurably from the research findings already available. Furthermore, they must enlarge their own investment of time and energy in applied social science research, which holds so much promise for America through public education.

*Benne, Bradford and Lippitt: *The Promise of Group Dynamics for Education*, NEA Journal, 37:350 (September) 1948.



A. L. Winsor

School administration must exemplify **DEMOCRACY AT WORK**

IF THE race between democracy and disaster is to be won through education, the school administrator must play a more convincing rôle as a democratic leader. Formal classroom teaching of facts, principles and procedures basic to our system of government will not be effective if the school principal or superintendent ignores those techniques in his own methods of management.

Fortunately, there are no conflicts between good administration and democratic ideals of government. Good administration allows the greatest freedom and responsibility to all members of an organization, and the human relationships of the executive are based on the full utilization of what is known of the science of individual and group behavior.

Both psychology and effective administrative practice demand recognition of the dignity and worth-whileness of each individual. Not only must the administrator understand human nature, but he also must be aware of the advantages and frustrations that democratic practices impinge on human ambitions. He must be aware of every person's urge to be considered worth while, to do something worth while, and to belong to something worth while. This means he must realize that every individual wants to stand well in his own eyes as well as in the eyes of those for whom he cares. But he also must be aware of the danger of depressive frustration in his appointment practices, promotional procedures, salary policies, payment practices, probationary regulations, retirement plans, committee assignments, suggestion systems, grievance treatment, and day-to-day contacts with teachers and public.

Social isolation of administrators. School administrators from college presidents to kindergarten directors sometimes complain of their social iso-

lation. To protect their dignity they find it necessary to avoid personal relationships with their staff members. Their superior status as executives can be preserved only if they deny themselves recreational or social relationships with their staff. Some may rely on their status as experts or specialists to maintain respect. Not enough establish themselves through the art of administration. Most soldiers have known officers whose control disappeared with the emblems of their rank. I recall but one army officer in the regiment in which I served who still held control of his men when the brass on his shoulders was covered up. Instead of ignoring contacts he had earned the respect of the men through his daily relationships. A superintendent cannot indulge in a short cut such as commanded respect, nor can he afford to be paternalistic in his relationships with his staff.

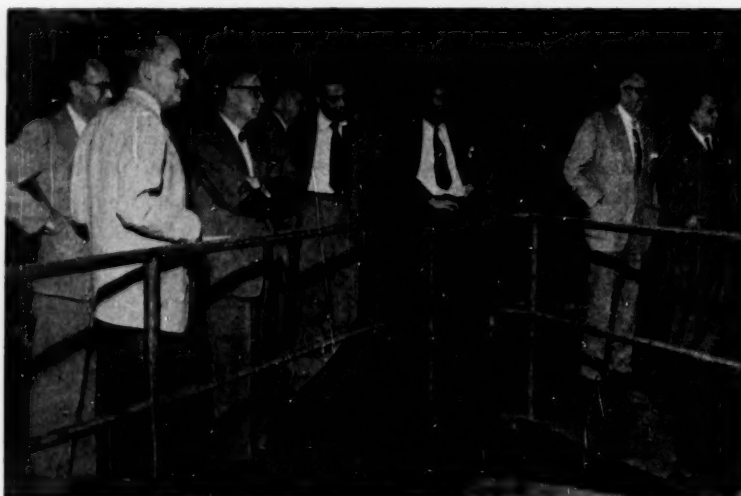
When the school administrator assumes his full responsibility in human relations, he takes an enlightened attitude toward all of his executive functions. In the selection and ap-

pointment of his staff, full consideration is given to the rôle the new member will play in attaining the purposes of the organization. Not merely the general scholarship but the inspirational power, the social culture, the potential teaching efficiency, and the moral value of the applicant's relationships with staff and with students will be carefully considered before appointment.

Selecting educators for staff. The most important function of every school administrator is to select educators in the full sense of the word for his staff. If he makes a mistake in his choices under the present protective practices and laws, he finds himself burdened soon with a cynical, frustrated, rusty staff member who will be around for years to come, a legacy to his successor.

Most administrators spend too little time in the selection of replacements for their faculty. A warm recommendation of a friend or acceptable conduct in a short interview may not provide sufficient evidence of the many qualities demanded for education through human relationships. It is easier to determine what a person knows than what he is, and it is what he is that is important in human relations.

Once selected, the new member of the staff should be guided into activities that will ensure the full use of his talents. The outcomes and goals of the institution should be clearly outlined, and he should be left to achieve these goals with as much freedom as the situation permits. If mis-



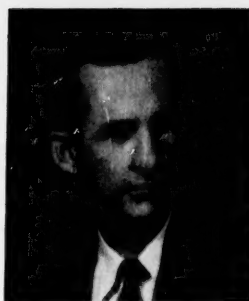
Local businessmen see the school plant. The school administrator should reserve for himself the direction of community relations.

takes are made under this philosophy, the temptation to criticize or to punish should be discouraged by the artistic administrator. He should be concerned rather with the maintenance of high morale so that each member of his staff can be of maximum help to his pupils each day.

Challenge to administrator. If, because of the complexity of his position, it is necessary to delegate some of his work to others, the responsible school administrator, unlike the business executive, will assign first the business management and maintenance problems and reserve for himself the direction of personal and public relations.

School administration is much more specifically dependent upon good human relations than is the administration of an industry or business. School administration has greater social responsibility for the development of values as well as skills in human relations. In a cultural setting where full expression of self-directing citizens is to be encouraged through the organizing of, or cooperation with, other human beings, skill and appreciation in this field must characterize educational administration. Mastery of the art of administration rests primarily upon command of the basic principles involved in directing human relations effectively. It may be good business for the industrial executive to use democratic procedures, but it is a *must* for the school administrator to make democracy work in his organization through his own practices as well as his precepts.

Many of the foreign visitors who have inspected our schools in recent years have remarked about the apparent disparity between our administrative practices and our democratic philosophy. We seem not to practice what we preach, they report. It is true that democratic procedures are more time-consuming and involved than authoritarian methods, and the temptation to adopt the easier, more direct method is ever present for the executive. But when life, liberty and the pursuit of happiness are the goals, the educational leader at least must show the way. The school administrator, like the teacher, can be inspiring and educational through his daily contacts with his teachers. He has a major responsibility as well as an opportunity in human relations as important as that of the religious leader.



B. J. Chandler

IT SEEMS clear today that the way people work together in pursuit of a common purpose is far more important than mechanical efficiencies. Superintendents and board members inescapably cope with human as well as technical problems. Yet, many training programs—both preservice and in-service—for educational administrators are still immersed in "technics" and atomistic mechanics. Perhaps this fact accounts in large part for the dearth of validated information concerning the human element in superintendent-board relationships.

No attempt is made in this article to set forth a definitive statement of the proper relationship between superintendent and school board. Rather, the attempt is to focus on some of the prerequisites for a harmonious and productive working relationship.

Basic desires cannot be ignored. What are the determinants of the psychological environment? There seems to be substantial agreement among authorities in the field of psychology that the human being has certain basic desires that cannot be ignored with impunity. A common list of these basic desires would include: (1) a reasonable sense of security, (2) an opportunity to contribute, (3) a feeling of belongingness, (4) an opportunity to grow and develop, and (5) a sense of achievement along with some recognition of that achievement.

In an academic sense, these basic psychological desires of man are well known. However, there is a need for a more thorough empirical knowledge of them.

The team should know the plays. The superintendent and board should function as members of a team, a team that is vitally concerned with the coordination of efforts and activities of many other individuals. This premise necessitates attention to processes of decision as well as processes of action.

Setting the scene for better **WORKING RELATIONSHIPS**

In turn, optimum development of these processes is contingent upon good personal and professional relationships.

The first requisite for the development of wholesome personal and professional relationships is a thorough understanding on the part of the superintendent and board of their respective powers and responsibilities. It is not enough to repeat the familiar statement that the policy-making and evaluating functions belong to the board and the executive functions belong to the superintendent. It is necessary to spell out in meaningful and definite terms the division of functions. If this is done the board is permitted to operate as a legislative and judicial body, and the superintendent is encouraged to utilize his mind and educational leadership skills to the full extent.

As a safeguard, this spelling out of duties precludes the possibility of board member's functioning as entrepreneurs, and, on the other hand, it reduces the chances of the superintendent's manipulating a "rubber stamp" board.

All eyes on the goal. A second requisite for the attainment of good personal and professional relationships is the development of a board that is a cohesive, goal-centered group. The superintendent has a major responsibility in this respect. In effect, the superintendent must be an expert in human relations. He can employ persons with technical skills required in the construction of buildings, in budget making, and in school business areas, but no staff member can relieve the superintendent of his human relations function.

The third essential for desirable personal and professional relationships is the development of unity of purpose. It is generally recognized that unity of purpose and effective group action originate in feelings. Cordial inter-

personal relationships which grow out of mutual understanding and confidence result in mature feelings and attitudes of responsibility.

Common understandings come slowly. It should be emphasized that real unity of purpose can be achieved only through a pattern of democratic relationships with members of the staff and community. The framework of school policies must be built by a cooperative process which involves teachers, pupils, noninstructional personnel, administrators and citizens. Despite the fact that this process is slow, laborious and sometimes painful, it is the only means available for the development of educational policies that eventuate in common undertakings

that are based on common values, understandings and aspirations.

Major responsibility for achievement of the third requisite rests with the superintendent. Such responsibility requires educational leadership of the highest type. Specifically, it requires leadership that makes it possible for appropriate people to think through problems objectively and arrive at group decisions.

The relationship that prevails between the superintendent and the board of education sets the human relations tone for the educational enterprise. Constant improvement of this relationship so that optimum educational use will be made of human and physical resources is one of the great professional challenges of our time.

ions retain high value because thinking is directed toward a common goal.

The second is the formulation of rules and regulations reviewed regularly to keep them up to date and on record with the public. The ground rules must be set before the game begins, because decisions made in the heat of battle may lead to trouble. Foreseeable circumstances ought to be pinned down so they can be managed with dispatch and equity. An abundance of unexpected situations will occur to keep the superintendent and board on their toes. The spirit of these rules is also important. Although they must necessarily be precise, their essential spirit is one of friendly democracy which finds its best expression in democratic living. If children are to understand and appreciate the virtues of a free society, they must live in a school so organized and administered that the ways of democracy can be practiced by everyone. The origin of this spirit must rest with the board supported by an able superintendent of schools.

The third is that both parties must have an intimate knowledge of and human concern for all the people involved in the enterprise—children, staff, parents and community. They must be willing to spend the time needed to know people and to hear their ideas about the school. This means a willingness to listen respectfully to sincere opinions seriously expressed. It means open meetings at which the public is welcome. It means consideration of the atmosphere in which great teachers and learners develop, even at the expense of giving less time to the material aspects of administration.

These principles are general in nature. It is difficult to discuss specific relations in detail without reference to concrete situations. There are many ways of operating within any given set of circumstances. While some may be better for some people in some situations at some times, it is unlikely that there is only one best way for all. The way finally taken will be good to the extent it is based upon mutual respect, appreciation of purpose, judgment based on facts, patience, careful consideration of all people involved, frank discussion, and, finally, definite action. This large order requires excellent teamwork, outstanding human relations, and an empirical knowledge of group dynamics.



Howard V. Funk

Rules of the game for BOARD AND SUPERINTENDENT TEAMWORK

IN SCHOOL board-superintendent relations, which is but one facet of human relations, one must keep in mind the dual limitations of an inexact vocabulary and a lack of universally applicable procedures.

While much has been written concerning "human relations," there is no precise or consistent definition of the concept. Offsetting this lack of scientific knowledge and communication is the favorable connotation of the term and the currently widespread predisposition of people to accept its implications. Another shortcoming, inherent in any study of human relations, is the substantial allowance that must be made for individual differences. No two people are likely to agree upon a set of procedures that will lead inevitably, even in a fairly simple situation, to desirable results. Thus we have no standardized means to reach ends that are in themselves ill defined. Nevertheless, we do know a good deal about the methods by which good relations between people can be instituted and maintained. Certainly we know enough to do better than we are now doing.

The board of education and superintendent compose the team that is ultimately responsible for the public schools, the only institution in our society that has the opportunity to give instruction and experience to all young people in the fine arts of human relations. To the extent that learning can be induced through precept or example, the board and superintendent occupy a unique and strategic location within an institution that is in itself strategically located. While it may be impossible to describe these relations in detail as they might apply in all situations, it is possible to suggest several basic principles that may serve as guidelines in assessing relations.

The first is agreement upon the main objective. This goal is the highest welfare of the community's children through development of the best school system that can be built in a particular locality. This goal raises public welfare above partisan loyalties. This does not mean that individual opinions are submerged or discounted. Rather, it means that individual opin-

A composite description of the IDEAL ADMINISTRATOR



George E. Bryant

THE qualifications and abilities of a man who is to serve as school administrator are a synthesis of the expectancies and needs of the board of education, administrative staff, teachers, pupils and various community groups. These expectancies become determinants of the human relations of the administrator.

All of these people look at his educational and personal qualifications as well as his abilities. Some of the qualities are expected by all groups, while others are expected by only one group.

The board of education's requirements are basic because this body is responsible for the successful operation of the school system in a community.

What the school board wants. The educational training and experiences of the school administrator must give him a knowledge of child growth, development and guidance, of methods of teaching, of supervisory practices and administrative procedures, of curriculum construction and improvement. The school superintendent must be well grounded in school finance and be conversant with laws relating to education, certification, retirement, compensation and civil service, as well as with the state's regulations.

The board expects a man to be of acceptable physical appearance, to be intelligent both academically and socially, to be adaptable, approachable and enthusiastic. He must have integrity, creative power and vision, moral and spiritual strength and power, emotional maturity and stability, courage and patience, and physical stamina accompanied by the ability to organize the distribution of his energy. Above all he must have a feeling of personal security and an abiding interest in and sympathetic understanding of people, particularly of children.

The board assumes that fundamentally the superintendent must work well with people and be an encourag-

ing, stimulating and creative leader in education. He must be able to develop community understanding and appreciation of the educational program, to build up and maintain a high staff morale so that superior teachers are attracted and held. He must be skillful in analyzing not only people and their motives but also educational facilities and needs. It is expected that to the satisfaction of any group he can evaluate and interpret personnel achievement, educational programs, and community resources.

Additional qualities expected by staff. The administrative staff expects this man to have a complete understanding of every phase of an educational program and all its concomitants. It has a right to demand that he be fair and to expect that he have a sense of humor. He must have the perspective to see all implications of his own and the principals' joint purposes, plans and decisions as they will be expressed in actions or communications. He must encourage participa-

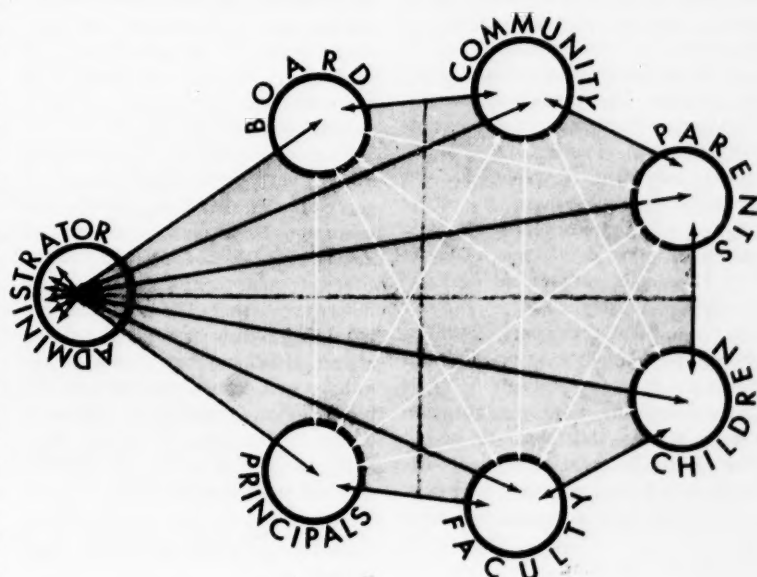
tion in planning. Naturally, the principals expect him to obtain the adoption by the board and the community of a satisfactory workable budget based upon their recommendations.

What teachers like in an administrator. The teaching staff wants the administrator to be a sympathetic listener, to have an understanding of teachers' problems, and to be able to assist them in the solution of their personal and professional problems. He must give teachers opportunities to participate in planning policies, curriculums, salary guides, and the like. He must recognize and directly express appreciation of the best accomplishments of each staff member.

The needs of pupils and parents. Whenever children have contact with the administrator, they assume he will have an understanding attitude based upon an inherent respect for every child and that he will be a fair arbiter. He should know when and how to recognize a child's accomplishments and commend him for them.

Parents take for granted the administrator's complete understanding of every phase of elementary and secondary educational programs. He not only must understand a parent's point of view but also must respect it.

The parents appreciate opportunities to participate in planning; they appreciate administrative recognition of their contributions to the growth of children in the schools. They desire extension of services by the schools to meet more needs of children, such as



junior kindergartens, year-round recreation programs, and transportation.

Community groups expect cooperation. The administrator is expected to have no religious biases. He must see that the school supplements but does not supplant the work of the church in developing spiritual and moral values. Churchmen expect cooperation with respect to church holidays and religious instruction and appreciate cooperation in handling individual children's problems.

The administrator is expected to make available facilities and personnel to carry on the programs of youth organizations, within policies adopted by the school board. Fraternal, service, veteran and social organizations hope for cooperation in their individual projects if they are educational.

The school superintendent is expected to give loyal support to the local government, to exhibit a cooperative attitude in all dealings with officials, and to give fair consideration to the services and supplies of local business. Civic groups expect him to recommend and administer budgets that provide the best educational program for the least money.

This article describes the qualities expected of a superintendent by various individuals within the community. It does not imply tacit approval of all these characteristics.

Important basic elements. The most significant expectation of the board of education and of all the other people who are involved directly or indirectly in the educational enterprise is the ability of the school administrator to make wise decisions, to prevent problems from arising whenever possible, and to reach satisfactory solutions to problems that do develop despite careful planning.

It is important, therefore, that the school administrator have an understanding and appreciation of the basic principles of our democratic society as they have been outlined in the Constitution of the United States and our other significant documents as well as the ability to apply these principles to the solution of any problem.

He must know the community and the objectives and purposes of all civic, social, fraternal, religious, youth, business and labor groups as they exist today and how this reservoir of community resources can be utilized in the solution of problems.

He must know the resources of the staff and how to use its recommendations wisely.

He must know what other disciplines and "know-how" can be brought in from outside the community to aid in reaching satisfactory solutions.

He must be able to integrate the contributions of all individuals and agencies so that each person or agency will feel that it has participated constructively in a final solution. It also is extremely important that no partici-

pant is disturbed because his recommendation was not accepted in toto.

The school administrator must have a keen sense of timing, a great deal of patience, and an understanding of the subtle interactions of individuals and groups. He must be a master in group dynamics, integrating diverse ideas as well as introducing new concepts in reaching the solutions of problems. It is expected that he will be a social engineer capable of effecting desirable educational changes in the community.



Willard S. Elsbree

Improving relationships of **ADMINISTRATOR AND STAFF**

THERE is no simple formula for the improvement of administrator-staff relations. However, the following principles, supported by logic and experience, contribute not only to better human relations but to improved efficiency as well. Educational leadership may well find its best expression through the implementation of these principles.

The first step in the development of a personnel program designed to improve human relations is to adopt the principle that *personnel policies will be carefully formulated and sufficiently publicized* so that all interested parties may be fully informed as to just what the policies are. A great deal of misunderstanding on the part of employees with respect to personnel matters, such as selection procedures, salary policies, sick leave practices, and separation and retirement arrangements, arises out of the fact that no clear-cut policy exists or, if it does, it has not been publicized. In a few instances, boards and administrators appear to believe that it is wiser not to have well defined personnel policies beyond those required by statute or custom. This permits greater flexibility, but it also leads to inconsistencies and often bad morale.

Adapted from a paper presented at the University of Pittsburgh School Board Institute.

A number of school systems have prepared handbooks and bulletins outlining personnel procedures. These documents include such matters as the following: principles and processes of teacher selection; specific prerequisites to teaching service, appointment and tenure; policies relating to assignment, transfer and promotion; regulations governing pupil-teacher ratio and teacher load; leave of absence provisions; salary and retirement policies.

These written statements of policy have proved helpful to candidates for teaching positions, to employees already on the job, to both old and new board members, and to interested laymen. There is reason to believe that policies that have outgrown their usefulness are more likely to be revised if they are published and generally known than if the policies are unwritten and not widely understood.

A second principle in the development of a program designed to maintain and improve morale is that *personnel policies should be formulated democratically*. This does not mean that the board of education should give up its prerogatives or responsibilities, nor does it imply that the superintendent of schools should delegate his duties to the employees.

Some educators have interpreted democracy in school administration to mean that virtually all division of

labor should cease and everybody should share in administering the schools. The term "formulating policies democratically" means something quite different from this. It implies that those who are likely to be affected by a policy should have an opportunity to share in shaping that policy; that they or their chosen representatives should be invited to make suggestions, to criticize existing arrangements, and to help formulate new policies that relate to conditions of work. The board of education would always retain its right to pass on all proposals, and in so doing it would seek the counsel of the superintendent of schools.

UNENDING SEARCH FOR TALENT

The oft quoted maxim that "a stream cannot rise any higher than its source" has significance for the third essential element in a wise program of personnel management. *There must be a persistent and continuous search for talented employees.* School systems have given too little thought to this principle. It is only in the case of civil servants that we limit the scope of selection in any such fashion as we commonly do in choosing teachers. In a wealthy community in the New York City metropolitan area which was recently surveyed, 78 per cent of the teachers came from the New England States, New York, New Jersey, and Pennsylvania. If one were building a professional ball team he wouldn't think of choosing all the members from the local environs. He would send a scout out with directions to search far and wide for new talent. In America we combine a variety of cultures that have significance for our pupils. There is much to learn from association with men and women from each of these geographical regions. Moreover, it must be remembered that no single area and no single racial or religious group in the United States has a corner on teaching talent. The teacher today represents an investment of approximately a hundred thousand dollars in many communities, and in making the original appointment most school systems now spend less than \$25 per candidate, not counting the time of the superintendent of schools.

After qualified employees have been hired, the question of how to keep them efficient and growing becomes of paramount importance. This leads to the fourth principle of personnel leadership: *A board of education should make provision for a continu-*

ous program of in-service education for all employees. This is not a theoretical matter; it is completely practical. Teachers, secretaries and custodians without stimulation from principals or supervisors will get into ruts, and their efficiency will decline. Keeping them on their toes and releasing their full potentialities are a leader's job.

This is not the occasion to outline the various means of stimulating employee growth. Superintendents and principals should be held responsible for in-service education activities and should report with some regularity the various efforts that are being made to ensure continuous progress. It is appropriate perhaps to point out a few elements in a sound program of in-service education. First of all, the best program stems from the concerns and interests of the employees themselves. Instead of laying out some well defined course of study for employees, planned in detail by administrators and supervisors, the program should emerge out of the expressed needs and interests of the workers involved.

EXPECTANCY AND FAITH

Growth and improvement are influenced by what a community expects of its teachers as well as by what the administration expects. Where little is expected little is given. Where an atmosphere has been created in which high level production is expected employees generally will strive to measure up to their responsibilities. Along with expectancy there should be evidenced faith that the group is both able and willing to do the particular job.

One additional consideration needs to be emphasized regarding this important business of bringing out the best efforts of employees. One of the biggest energizers is the encouragement to experiment, to permit employees to try out an idea even when the administration doubts its value. This doesn't mean that schools should be a testing ground for every crackpot idea employees have. Common sense must be the guiding principle. An atmosphere of freedom to test out carefully weighed hypotheses, however, is indispensable if teachers are to be creative.

A fifth consideration rather obviously related to employee efficiency has to do with working conditions. School administration has an obligation to do its best to *establish working conditions which contribute to high morale.* To discuss this principle in detail would

require more space than is available. But the implications can be briefly summarized. Favorable working conditions consist of:

1. Adequate and equitable salaries and wages.
2. Generous sick leave policies.
3. A reasonable work load.
4. Democratic supervision.
5. Tolerance for individual differences among employees.
6. Machinery for handling grievances promptly and effectively.
7. Keeping the lines of communication open between employees and the board of education with no penalties attached to the making of suggestions.
8. The encouragement of strong employee associations.

Finally, the effectiveness of a personnel program depends upon wise administrators and supervisors.

Much is being said these days about the importance of developing leadership and initiative among teachers and other school employees. But no amount of leadership on the part of the rank and file can substitute for the *leadership of the superintendent of schools, administrators in the central office, and principals in the various buildings.* In school systems where administrative leadership is lacking the efficiency of a staff of teachers inevitably declines as does that of other employees. Quarreling, bickering, malingering and bad morale generally are found where administrative leadership is weak.

COURAGE OF CONVICTIONS

This all has significance for the appointment and education in service of school administrators. A school administrator in a modern school system must be gifted in the art of getting along with people. He should have a high degree of personal magnetism; he must have integrity; he must be upright and not have to be held upright; he must have a well thought-out philosophy of life and education; he must have high ideals and be able to impart idealism; finally, he must have the courage of his convictions.

Opportunities for the improvement of administrator-staff relations then will include the adoption and publication of basic policies which will be formulated democratically; a diligent search for the best talent; a continuous program of in-service education for all employees stemming out of their needs and interests; the maintenance of favorable working conditions, and, finally, the provision of wise leadership.



Stephen M. Corey

Rôle play as TRAINING in learned behavior

AS HE works with his staff, the kind of human relations behavior that the administrator engages in is learned behavior. Similarly, whatever he does to establish good human relations as an aspect of the working environment for teachers is a consequence of what he has learned from his experience. If the human relations among members of the school staff are to be improved by the administrator he himself must learn to engage in better human relations behavior.

A major problem in learning to act more adequately (in situations where human relations are crucial) is the development of learning experiences that will enable school administrators, or young men and women who intend to be administrators, to change and improve their human relations attitudes, understandings and skills.

Most attempts to improve consist of reading or talking about what should be done. When a training program places exclusive emphasis upon this sort of verbal approach, administrators usually get their vocabularies under control and hence are able to talk more intelligently about human relations and what should be done to improve them. Inasmuch as almost all of the practice in a "reading and talking" type of training has involved using and hearing words about human relations, those who are affected by it learn what they practice. They learn to talk more intelligently. It is one thing to be able to talk intelligently about what needs to be done to improve human relations and quite another thing to be able actually to practice what is being talked about. To assume that vocabulary mastery will result in behavior mastery is a snare and a delusion.

Testing practices on the job. Another more fruitful method of bringing about improvement is to test what seem to be more promising human relations practices on the job. This

testing includes an attempt to get evidence about the success of different behavior that gives a *priori* promise of being better. The limitation here is that few of us are disposed to experiment consciously with new kinds of interpersonal relations as we go about our work. We see the stakes as being too high. When we are under pressure we tend to resort to what we have tried and are familiar with.

A third kind of learning experience that has proved to be valuable in a number of training programs designed to improve the school administrator's human relations is called rôle playing. Rôle playing to improve the way the administrator works with other people is something like scrimmage to improve football. A situation for practice is created that incorporates many of the realities of the actual situation, but not all of them. Rôle playing means little more than trying to practice and understand better human relations skills and attitudes by actually engaging in them. The fact that the practice is in a contrived situation encourages experimenting with different practices that seem promising and thoughtfully examining the consequences.

Here is an illustration of rôle playing for training in human relations. Most of us have difficulty getting along with others because we cannot perceive adequately how they are reacting to what we are doing.



Principal played the teacher's rôle and teacher became the principal.

In one group of school people serious attention was given to the effect upon teachers of being "rated" following interviews with principals. The group decided to rôle play this situation. The principals who customarily ask for the interviews took the parts of teachers, and teachers played the part of the interviewing principals. The rôle players were carefully briefed about the regulations in a given school system. They were further briefed as to the kinds of persons they would portray. One of them, for example, was a teacher on probation who had been graduated from college just the previous year. The teachers who were playing the rôles of the interviewing principals were also briefed as to the kinds of principals they were to represent.

Then, with a committee of several teachers and principals as an audience, short "rating" interviews were rôle-played by three teacher-principal teams. Teams 2 and 3 were not in the room as Team 1 rôle-played the first interview for about 10 minutes. Then Team 2 came back to the group and had its interview. Finally Team 3 did the same.

Experiencing other people's feelings. This laboratory or "rôle playing" practice of "being the other person" gave the principals something approximating a firsthand experience of the way teachers feel when they are interviewed for purposes of rating. They did more than talk about teachers' feelings, they tried to experience them. And the teachers were helped to understand somewhat better the problem faced by the principal, who was required by school regulations to interview and rate teachers.

Because the group had seen three illustrations of different teacher-principal rating interviews, contrasts in interpersonal relations were visible and available for analyses. Generalizations regarding behavior that furthered or interfered with the purposes of such interviews were made. After these initial rôle-played interviews, followed by discussion and generalization, three other teacher-principal teams tried it again. They attempted to practice what had been learned the first time.

Rôle playing is no panacea as a type of training experience for improving human relations, but it does provide one way of actually practicing, under relatively nonthreatening conditions, what might later be done on the job.

The APPLICATION of good human relations



Richard Wynn

HOW does a *socially effective* school administrator actually behave? What does he do in certain problem situations? What sorts of personnel policies does he develop? How does he translate the principles of human relations into practice?

These are some of the questions I sought to answer through a series of case studies¹ of several superintendents of schools selected on the basis of their ability to work effectively with people. The following narratives have been selected from these case studies.

I do not imply that the behavior reported below would prove successful in all situations at all times. Individuals and situations vary widely, and each problem must be considered in its full context.

An economy-minded citizen supports new schools. Superintendent Hammer² was faced with the need for a long-range building program. An assessment was made of the readiness of the community (in a state where school budgets are approved by the electorate) to accept what appeared to be a costly program. It was agreed that the opposition, if any, was likely to rally around a certain difficult citizen who was an executive officer of a state taxpayers' organization.

With some skepticism, the board approved Mr. Hammer's recommendation that this citizen be appointed chairman of a citizens' advisory committee to study local school building needs. After a year of intensive study, which involved analyses of probable community growth in terms of future school enrollments and the adequacy of existing school plant facilities, this citizen exhorted the people in their annual town meeting to adopt a far more ambitious school building pro-

gram than the superintendent and board would have had the courage to recommend. When the townspeople perceived that this traditional exponent of economy enthusiastically supported the plan, they overwhelmingly approved the program.

COMMENT: Mr. Hammer demonstrated the eternal verity that most people can be trusted to arrive at sound decisions when the processes of rational inquiry are encouraged. He also knew that group decisions are more readily accepted and implemented than decisions by individuals.

Superintendent refuses to "pass the buck." One day while Superintendent White was out of town an early morning snowfall made transportation difficult. Under such circumstances, it was customary for the district's bus drivers, before starting their runs, to call the superintendent at his home to inquire whether school would be held. In the event of the superintendent's absence, the drivers would call the high school principal.

A new driver, uninformed as to the latter part of the procedure, decided to make his trip as usual after he had been unable to phone the superintendent. As a result, many youngsters were needlessly hauled around the district and home again. Several board members and parents inquired of Superintendent White how this happened.

Mr. White immediately assumed all responsibility for the error, explaining that he was responsible for the operation of the schools even in his absence. While a case might have been made for the poor judgment of the driver in failing to call the principal, the superintendent held that it was his responsibility to keep all of his staff informed on emergency procedures.

COMMENT: Mr. White demonstrated his remarkable personal security in resisting the temptation to "pass the buck." The board appreciated his willingness to assume responsibility

even in the most difficult circumstances. The superintendent had won a warm friend in the driver by taking him "off the hook."

A humane retirement policy improves morale. Superintendent Marshall's district had a school board regulation mandating the automatic retirement of all teachers at age 65. Mr. Marshall had observed that all teachers do not suddenly reach the end of their effectiveness at any particular age. He also appreciated the devastating effect upon a person faced with the stark realization that he is old and that his services suddenly are no longer wanted. Many people have serious difficulty in adjusting to sudden retirement.

After considerable study, Mr. Marshall's board approved his plan for the gradual retirement of personnel in advanced years. If it was apparent that a teacher could continue to give satisfactory performance beyond age 65, he was permitted to do so. If, on the other hand, the strain of a full teaching load was too much for a teacher of any age, the superintendent and the teacher would work out an assignment whereby the rich background of the teacher's experience could still be of service to the school district on a part-time basis.

COMMENT: The new policy recognizes the supreme worth of all human beings. It places humane treatment above administrative convenience. It also aims toward full utilization of human resources.

Superintendent knows when to listen. Into Superintendent Samuels' office stormed an irate citizen, overflowing with invective because his son had been declared ineligible for the varsity football team. The upset father stalked about the office pounding the furniture and exclaiming his criticism not only of athletic policy but of a variety of other topics. After a while he lowered his voice and sat down. Mr. Samuels calmly asked his opinion on several other matters and called for his suggestions as to how some of the problems he raised might be solved. The father began to assume a more rational tone and a constructive approach. Finally the father rose and prepared to leave. Mr. Samuels thanked him cordially for bringing these problems to his attention and promised to consider them thoroughly.

COMMENT: Mr. Samuels demonstrated self-restraint, patience and an

¹Wynn, Richard: *Interpersonal Relations in Educational Administration*, unpublished doctoral dissertation, Teachers College, Columbia University, New York, 1952.

²While the events described in this report are true, the names are fictitious.

understanding of people. He recognized the futility of dealing rationally with a distraught person. He also understood the therapeutic value of letting an upset person give complete vent to his feelings.

Superintendent refuses to manipulate people. Superintendent West was addressing a class of graduate students in school administration on practices in budget preparation. One of the students asked whether it might not be effective for an administrator to include a "joker" in the budget. A given item or items might be rather obviously padded so that the board might harmlessly exercise its natural desire to effect an economy and leave the rest of the budget unimpaired.

Mr. White unqualifiedly rejected the device as unsound and unethical. He felt that if his board members found one joker, they might start looking for more. This would tend to undermine their confidence in his integrity. He felt that it was his obligation to recommend an honestly defensible program and the board's responsibility to realize that any cuts it made would really impair the program.

COMMENT: Mr. West believes that fair dealing is a criterion of good human relations. Actions that depend upon trickery or secrecy for their success are not in harmony with ethical practice. Administrative actions should be able to pass the "light-of-day test."

Teachers are encouraged to succeed. Superintendent Lyons has operated a planned program for the identification and development of promising leaders on his staff. He gives people an opportunity to assume higher levels of responsibility commensurate with their maturity. As a result of this plan, many top-flight persons have been developed in his system. Many have been promoted right out of the community's schools to higher positions of leadership. However, there is no dearth of competent leaders to replace them. Teachers have come to recognize this school system as an area of great opportunity. Good teachers are attracted to the system. Morale is high.

COMMENT: Mr. Lyons' policy recognized the innate desire to excel, to advance. One of the traits common to leadership is the ability to extend the latitudes of power and responsibility of subordinates. Mr. Lyons properly conceives of leadership as power through and with, not over, people.

"To attack the schools is to attack the whole community." Superintendent Hayes' district has been characterized by smooth board-staff-community relations. Salary problems have not divided the board and the staff as they have in so many other school districts. Mr. Hayes believes that when the board works independently on the budget while the staff works independently on salary demands and the two come together with considerable ego-involvement in a finished product, a natural conflict situation exists. In Mr. Hayes' district, board, staff and lay citizens start and finish together.

"We have a common ground of agreement, namely, how can we provide better educational opportunity for our boys and girls? Budgets, salary schedules and everything else are co-operatively developed with reference to that common goal. We keep working outward from that area of agreement rather than belaboring the areas of disagreement. We try to let board, staff and community facilitate communication and understanding by keeping their interaction with each other so positively oriented and so intensive that we all speak naturally of 'our problems' not 'the board's problems.' This pattern of teamwork has become so much a part of us that to attack the schools in this town is to attack the whole community."

COMMENT: Mr. Hayes has exercised statesmanlike leadership in marshalling all groups around a common, positive goal, better schools and a better community. Piecemeal vested interests are discouraged. The self-discipline that comes from cooperative enterprise has resulted in a smooth running team.

Teachers learn to work together effectively. Superintendent Herring was interested in involving his staff members more intensively in the study of school problems. He felt that this would result in better solutions and in valuable in-service development of the teachers themselves.

He organized a representative group of teachers to plan the cooperative study. It was decided that a problem census would be conducted to define and clarify the problems that concerned the staff. The results of the census were profiled, and copies were distributed to each teacher. At the annual institute, teachers were given an opportunity to participate in small discussion groups of their choice organized around the problems iden-

tified. The gist of these discussions was reported in a general session. In many cases action proposals were formulated for the further development of solutions to problems. Continuing committees were organized to follow up the proposals. Production charts, newsletters and conferences were developed to keep the staff informed on its progress. Process observers were brought in to observe, report and advise the staff operationally.

COMMENT: Mr. Herring put many good human relations operating principles into effect. He encouraged and extended teacher participation. He released the creativity of his staff on problems that were real and meaningful to them rather than problems imposed by the administration. He took individual differences into account by permitting his teachers to work on problems of their choice. He recognized the need for reporting progress and the need to check up operationally so that efforts weren't misdirected. He facilitated group centered orientation and discipline.

Superintendent cares how people feel. Superintendent Brown was chairing a meeting of a committee of his teachers who were discussing whether cursive or manuscript writing should be used in the primary grades. The discussion became somewhat heated. Serving as a process observer, I had no part in the discussion.

Later, while reviewing the meeting, Mr. Brown remarked, "You know, I was interested in your position."

Amazed, I replied, "But I didn't say a word."

"I know," Mr. Brown replied, "but your expression gave you away. When someone said something you could agree with your expression reflected your agreement. When someone presented the other point of view, you frowned a little."

COMMENT: Here was a superintendent, even in a conflict situation, so poised and alert that he was sensitive to the reactions and feelings of everyone present, even those who hadn't entered the discussion. His carefully practiced ability to establish rapport helps him avoid many pitfalls.

The foregoing accounts illustrate the simple truth that good human relations are applied good will. The humanistic spirit, lucidly expressed in the Golden Rule, thus becomes the basic test of human relations in school administration as in life itself.

1954:567890

SEVEN YEARS OF CERTAINTY

that school plants must be expanded

Precise forecasting shows what must be done;
the job is primarily a local responsibility

RUSSELL T. SANFORD

Director of Research
The Nation's Schools

BEFORE we take a look at the figures which indicate the trends in school enrollment and in school-house building, let us briefly examine certain differences between the import of figures to the business of education and their import to most other businesses. When, on a fateful day in the fall of 1929, the stock market collapsed, Macy's fur department knew about it at the opening of business next day. Automobile dealers felt it within a fortnight, and ready-to-wear merchants became aware of its significance when resort wear found its way to their shelves for the Florida season.

No such reaction, however, made itself felt in public schools for nearly a decade, when the declining birth rate inevitable during a business recession was reflected in school enrollments. During that 10 year period the children born during the boom of the Twenties continued to grow older, and the schools had to provide facilities for a rising enrollment during a period of business decline.

That is the kind of thing that can, in our economy, happen at almost any time. Therefore, forecasts must always be read and considered against such eventualities. The ameliorating factor

is that prognosis in the field of education can be accurate at far longer range than forecasts for business. Furthermore, forecasts inform business mainly of potentialities, while they tell educators of certainties. Starting with population statistics, the expert forecaster can arrive at a reasonably good guess at tomorrow's marriage rate and day after tomorrow's birth rate. From any one year's birth rate it is not difficult to forecast kindergarten population five or six years thereafter and the subsequent enrollment in every grade of the public schools and even college enrollments. With adjustment from time to time to take into account the trend toward more extended education, it becomes possible to examine educational futures in a

crystal ball with almost actuarial accuracy.

There will be no attempt here to look into the future of marriages and births, for this is rightly within the realm of the vital statistician, but rather to look at the births during the latest complete year, 1952, and to go backward from there to the earliest year that has a bearing on high school graduates and college admissions, 1935 (see Table 1).

In 1941 public school enrollment totaled just about 25,000,000, while in 1958 there will be more than 32,000,000 pupils enrolled in the public school plant—an increase of 28 per cent. The 1958 figure will be 14 per cent larger than enrollment in the fall of 1953 (see Table 2), and thereafter the curve will flatten out on a plateau in excess of 30,000,000.

Had school building not been drastically cut during the war years, school-house facilities would doubtless have remained less alarmingly behind normal population increases. The unfortunate war-time coincidence of almost total stagnation in building and a sharp upturn in birth rate was a factor beyond control of school authorities. Added to this coincidence were several

TABLE 1: LIVE BIRTHS IN THE U.S., 1935-52

1935...2,155,105	1944...2,794,800
1936...2,144,790	1945...2,735,456
1937...2,203,337	1946...3,288,672
1938...2,286,962	1947...3,699,940
1939...2,265,588	1948...3,535,068
1940...2,360,399	1949...3,599,529
1941...2,513,427	1950...3,562,237
1942...2,808,996	1951...3,740,759
1943...2,934,860	1952...3,910,000*

*Estimated

TABLE 2: ACTUAL AND ESTIMATED ENROLLMENTS IN U. S. PUBLIC SCHOOLS, 1920-60

Yr.	Elementary	Secondary	Total
'20	19,378,927	2,199,389	21,578,316
'22	20,366,218	2,873,009	23,239,227
'24	20,898,930	3,389,878	24,288,808
'26	20,984,002	3,757,466	24,741,468
'28	21,268,417	3,911,279	25,179,696
'30	21,278,593	4,399,422	25,678,015
'32	21,135,420	5,140,021	26,275,441
'34	20,765,037	5,669,156	26,434,193
'36	20,392,561	5,974,537	26,367,098
'38	19,748,174	6,226,934	25,975,108
'40	18,832,098	6,601,444	25,433,542
'42	18,174,668	6,387,805	24,562,473
'44	17,713,096	5,553,520	23,266,616
'46	17,677,744	5,622,197	23,299,941
'48	18,291,227	5,653,305	23,944,532
'50	19,384,424	5,727,009	25,111,433
'51	20,707,000	5,452,000	26,159,000
'52	21,351,000	5,456,000	26,807,000
'53	22,704,000	5,525,000	28,229,000
'54	23,872,000	5,638,000	29,510,000
'55	24,869,000	5,753,000	30,622,000
'56	25,412,000	5,972,000	31,384,000
'57	25,505,000	6,361,000	31,866,000
'58	25,398,000	6,753,000	32,151,000
'59	24,978,000	7,039,000	32,017,000
'60	24,743,000	7,237,000	31,980,000

factors in education itself which further aggravated the situation. The age span of public education reached downward to prekindergarten level and upward to junior college level and thus brought a larger proportion of the population into the area of the responsibility of public education; also, as the program of education broadened, it necessitated more and more complex and therefore more expensive facilities. This placed a burden upon existing schools which many of them were physically unable to meet and hastened the processes of obsolescence. It demanded also bigger and more costly new buildings. All this happened, too, during a period of steadily rising construction costs with the result that the construction dollar bought less in physical volume than ever before in history.

In the year 1941 an investment in school plant of \$500 per pupil was not only adequate but higher than the national average. Today school construction costs \$1000 per pupil, and even this figure is subject to revision upward for good, modern, well equipped high schools, which may well run to \$3000 per pupil, including grounds and equipment.

Thus it is that the \$10 billion investment in educational construction

since 1947 (of which approximately \$7.5 billion was for public schools below college level) produced a return in actual facilities far less than would be apparent from a comparison between this figure and the pre-World War II average (see Table 3).

In 1951 the Office of Education estimated needs for additions and replacements of the public school plant as follows:

270,000 classrooms for Grades 1 to 12 to cost.....	\$ 7,290,000,000
150,000 classrooms for replacements.....	\$ 4,050,000,000
100,000 classrooms for kindergarten, Grades 13 and 14, and reorganization of school districts.....	\$ 2,700,000,000

Total need in 1950—520,000 classrooms at a cost of....\$14,040,000,000

Even this stupendous figure did not reflect a wholly realistic estimate. It neglected the important fact that \$14 billion could not be poured into public school facilities within a year or even five years. Even with the most optimistic guess schoolhouse construction could scarcely exceed \$3 billion a year in the present economy, so, during the period when it can be reasonably ex-

TABLE 3: EXPENDITURES FOR EDUCATIONAL CONSTRUCTION 1930-53

1930-39 (Average) ..\$299,000,000	
1940..206,000,000	1947.. 461,000,000
1941..216,000,000	1948.. 871,000,000
1942..152,000,000	1949..1,203,000,000
1943.. 69,000,000	1950..1,457,000,000
1944.. 52,000,000	1951..1,825,000,000
1945.. 90,000,000	1952..1,973,000,000
1946..224,000,000	1953..*2,109,000,000

*Estimated

pected that such a deficit could be made up, there will be an accumulating deficit because of the normal growth of population. Since this projection was made, \$5 billion has been spent yet there is a revised estimate currently accepted which indicates a need of \$18 billion for additions to the physical plant, most of which is for buildings and equipment.

While the need for classrooms, the actual enclosed space needed just to house the tremendous increase in enrollment, is the most urgent, other demands must be met. Table 4, derived from the first progress report on the Office of Education's survey of school facilities, shows clearly that too large a proportion of existing high

schools and combination elementary-high schools are unable to provide certain facilities essential to today's acceptable educational program.

The increase in consolidated schools replacing utterly inadequate local facilities is creating a vast new need for school buses. The magazine *Bus Transportation* published in 1953 figures for school transportation showing that 41,208 schools used 119,347 buses to transport more than seven million children daily for a year's total of 1.12 billion miles. Concurrently the United States Office of Education estimates that for replacements and additions to the bus fleet there is a need for approximately 41,000 units at a cost of \$165 million.

Assuming and allowing for human error in estimates and prognostications, the inescapable fact is that the United States is confronted by a gigantic challenge for bringing its educational plant up to the standards of capacity and equipment necessary to educate the youth of America to the degree of adequacy required for a continuation of our economy on the basis it has today reached. There is every evidence that the disposition of Americans, however critical they may be, however uncomfortable they may feel under the crushing tax burden already imposed upon them, are eager and willing to accept at the local level fiscal responsibility for this task. According to the investment firm of Merrill Lynch, Pierce, Fenner & Beane, more than 50 per cent of current municipal bond offerings are earmarked for schools.

Educators have before them, inscribed upon the wall in handwriting that needs no interpretation, the fiscal and the physical problem that confronts them. They have also before

TABLE 4: PER CENT OF SCHOOL PLANTS PROVIDING CERTAIN FACILITIES

Type of Facility	Per Cent of High Schools	Per Cent of Combined Elementary-High Schools
Science Rooms	79.42	51.11
Shops	86.03	52.93
Homemaking Rooms	85.90	60.43
Music Rooms	60.68	29.87
Art Rooms	31.36	6.32
Business Education	73.87	46.48
Library	79.61	56.56
Gymnasium	80.36	58.62
Auditorium	73.94	65.72
Cafeteria	62.60	64.75
Medical Suites	30.11	14.85

them the sad history of depressions of former years which should guide them now to a course of action. We might escape the historically justified feeling that bust must follow boom. We cannot escape the fact that prosperity does not continue indefinitely in an unbroken upward line. We cannot escape the fact that the population harvest of economic peaks must be cared for in an educational plant that must continue and even expand through economic valleys.

The lesson of the past must be the lesson of the future. When prosperity is on us and the birth rate is high, the ideal is not merely to make up the accumulated deficits. It becomes incumbent upon educators, with school boards and community leaders, to see to it that the present economic peak provides for the peak in schoolhouse load of a decade beyond the period of prosperity, when children may clamor for admission to schoolhouses that cannot be built during a period of economic instability. That is a major lesson of statistics.

COMMUNITY LEVEL

Since responsibility for educational facilities is a state matter by law and an intensely local matter in reality, the broad figures for the nation must be brought down to the level of the community. Here the chief school administrative officer can exercise to the full his function as leader. He can enlist the aid of his board and through it the support of other community leaders, seeking out facts which will make clear to the voters who must approve bond issues the significance of population trends and educational developments as they impinge upon the immediate area in which responsibility is theirs.

Without understanding and acceptance of responsibility at the local level, the next ebb tide in our economy could well give the force of reason, even of necessity, to those who favor the encroachment of federal government in matters which, in American tradition and concept, should be responsive to and controlled by the community. Educational leadership, with facts at its command, can comprehend the realities as well as the philosophies. It may be less important to decide whether bead-stringing should be taught to prekindergartners than it is to provide space and facilities for the teaching, for whoever provides the latter is going to decide the former.

Broadcasting board meetings for good public relations

J. L. HACKENBERG

Superintendent of Schools
Shamokin, Pa.

IT IS our belief at Shamokin, Pa., that the first step toward obtaining an enlightened public is to make sure that the members of the board of education and all professional employees are well informed on the school's philosophy, policies and practices. They should also have a thorough knowledge of the procedures of the schools and their outcomes. Using this philosophy as a basis, we came upon the idea of having heads of departments, directors of special fields, school nurses, and teachers give reports to the board at its regular meetings. These reports were about 30 minutes in length.

The head of the English department was asked to give the first report. There was no particular reason for selecting this department first; the selection was made at random. At another meeting the director of vocational education gave his report. The whole program in time included the following departments and services: English, vocational, social studies, science, mathematics, art, music, home economics, health and physical education, business, library, school nurse, and principals of elementary schools. The principal of the high school gave a report on the organization and over-all picture of the school. We now believe it would have been wise to have a few classroom teachers give reports also.

MAIN DIVISIONS

There were four main divisions in each report given: what was taught and done in each field, including the aims, objectives and outcomes; the equipment and materials used; the room conditions under which the teachers worked, and recommendations for the

improvement of the work in that field, including new equipment and materials needed. An opportunity was given after each report for board members to ask questions.

The first report proved to be so good that the board thought it should be made available to the public. We then decided to invite the local radio station to make tape recordings and rebroadcast them at a scheduled time during the week. (Although newspaper reporters attend each meeting, they do not report it in detail, nor do they write their stories from the school's point of view.) We continued this procedure for more than two years, but we have not used it so far this year. We feel we have accomplished our mission, and a change is in order.

NO OPPOSITION

We are now in the midst of a building program, and so far there has been virtually no opposition. We are sure that the broadcasting of these reports and meetings by tape recordings was a prime factor that helped to create and hold a favorable attitude toward public schools. It also created an interest among our students in the operation of our schools so that we now have members of our student council sit in on our board meetings and follow the procedures. In addition to helping public relations, the making of the reports created a closer relationship between the departments of our high school, between teachers of different departments, and between teachers in the elementary and secondary fields.

We expect to develop a similar program again in a year or so.

Should a salary schedule give MORE MONEY TO MEN?

THE trouble with problems that hang around unsolved for years is that you sometimes come to live comfortably with them. Not so—as yet, anyway—with the teacher shortage so far as administrators are concerned.

Questioned about the advisability of a salary differential that favors men, superintendents participating in The NATION'S SCHOOLS Opinion Poll not only answered the question but went farther and described today's critical problem of attracting and holding enough qualified teachers, women as well as men. The 500 superintendents queried were selected at random from each state in the nation.

"I WISH I KNEW"

Six of the returned questionnaires simply stated, "I wish I knew the answer." Other superintendents wished so, too, but they were willing to make some guess at a solution to the problem of too few men teachers in today's schools, admitting that this concern about "more men" is only a phase of the bigger problem of "more teachers" for the schools.

About 70 per cent of the superintendents favored some kind of differential salary schedule that tends to give added compensation to teachers fortunate enough to be born male. There is no consensus as to how this

might best be done—some said salary allowances for dependents, others preferred a bonus to men teachers, while many others favored assigning extra duties to men teachers and thus giving extra pay. The 30 per cent who answered No to this first question were almost unanimous in their reason: Salaries should be raised for all teachers without special favors for men.

While some superintendents said that finding men teachers is no harder than finding women teachers and "besides, who said they were any better?" (quoting a superintendent), many administrators described the plans they have in operation or hope to inaugurate soon. In those schools where bonuses are granted, few of them go as far as the Texas community which pays men \$1500 more than their women colleagues; the usual bonus is somewhere between \$300 and \$500.

More popular than the bonus plan is the plan of giving added salary to those who have family dependents. Of course, this scheme favors not only the men, for many women teachers also have one or more dependents. In an Ohio school system 5 per cent of salary based on the schedule is added for each dependent, with a maximum credit for three dependents. Dependents are defined in accord with the federal income tax laws.

Some superintendents point out a danger in making salary allowances for dependents. It may be, they say, that school boards will shy away from men with large families, especially during times of financial depression. And there is a formidable pressure block against a dependency scheme. As one superintendent pointed out, "I have consistently favored a high salary for married men with responsibilities, but I've been voted down every time by the women teachers of this school system."

The administrators who look with disfavor on any salary proposition that would favor men over women will agree with this comment by a colleague, "I don't believe there should be a salary difference for similar positions. If salaries are too low to attract men to the profession, our salary scale should be adjusted for the whole profession and not just a part of it."

OTHER FACTORS

Some of the respondents are not too sure that salary adjustments will necessarily attract more teachers anyway. Recent studies have pointed up the importance of status in the community, job freedom, and other factors apart from money matters. A general overhaul of the public's attitude toward teachers would probably do more than anything else, many of them said.

The profession itself has a job to do here, too, as one superintendent implied when he wrote, "The way to adequate compensation is not through allowances, bonuses and special favors to special groups but rather through continued improvement of the professional services which we as teachers render." And how do we do this? One superintendent suggests that "it will be done when administrators and boards become less tolerant of mediocrity in teaching."

A few unique proposals were described on returned questionnaires. One school system hires men teachers on a 12 month basis and women on a nine month basis. And there are a number of plans for reimbursing men teachers proportionately for the extra services they perform. It may arouse nostalgia for some teachers and hostility for others, but the fact is that there are still many communities where men teachers have to drive buses and do extra custodial chores to be able to continue teaching and still stay within shouting distance of a balanced personal budget.

SCHOOL OPINION POLL

Do you favor some type of differential salary schedule which will serve to attract more men to the teaching profession?

Yes.....69% No.....31%

If so, do you favor:

Additional salary allowances for dependents?

Yes.....46% No.....54%

A flat amount as a bonus to men teachers?

Yes.....29% No.....71%

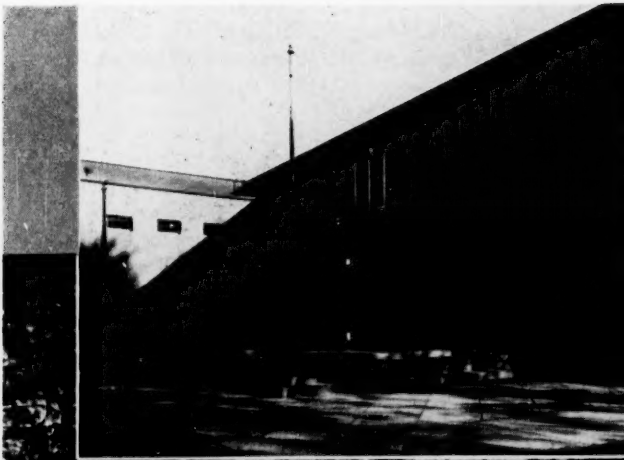
SCHOOLHOUSE PLANNING

ELEMENTARY SCHOOL—MICHIGAN

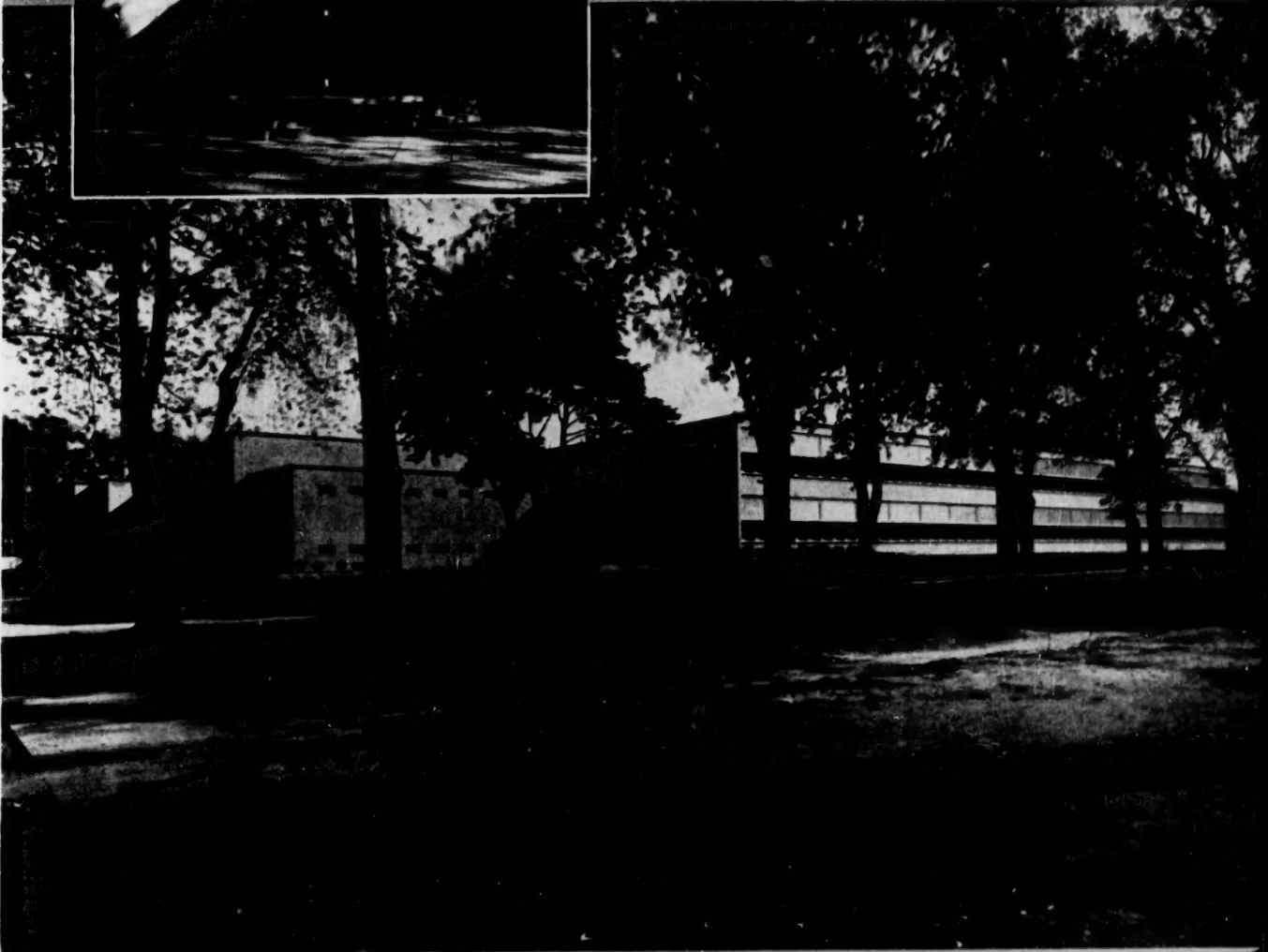
Built for community use and lifelong economy

SECONDARY SCHOOL—ANYWHERE

Reactions from the field on the Koopman theory



Left: This front entrance to the Woodrow Wilson School opens in two directions, accepting traffic from transverse corridors. Below: This wooded area west of the two-story section is a city park. The city closed a street to provide the continuous site, which covers two square blocks. The other side of the building is single story.



A VISIT WITH
HOWARD CRULL, superintendent of schools,
 Port Huron, Mich., and
ROBERT B. FRANTZ and **JAMES H. BENNETT**
 of Frantz and Spence, architects,
 Saginaw, Mich.,

ABOUT
 the new Woodrow Wilson Elementary School,
 where an average of 20 community groups
 uses its facilities every week.
 Narrated by A. H. R.

Built for Community Use and Lifelong Economy

IF A NEW school is used on 756 occasions during the first nine months of its occupancy by other than regularly scheduled school groups, would it be reasonable to assume that this new school plant is really serving the community?

Supt. Howard Crull of Port Huron, Mich., thought so when he handed his board of education an itemized report showing that the new Woodrow Wilson Elementary School had recorded 55,519 single admissions to various functions—other than student activities—during the 1952-53 school year.

"Sometimes," said Supt. Crull, "plans for community use of a school do not

materialize, but the evidence seems clear that the community of the Woodrow Wilson Elementary School has found the facilities that it sought. Much of the credit goes to a committee including board members, P.T.A. representatives, supervisory and administrative staff members, teachers, parents and other citizens who spent 12 months in preliminary planning."

Those 756 occasions included a lecture series sponsored by the Kiwanis Club, the athletic program of the industrial league, a girls' physical training program for the junior college, art education workshops, a girl scout conference, and even a wedding reception.

The covered walk gives kindergarteners a place to play on rainy days and provides a residential atmosphere. Older children do not come into the kindergarten area.



Obviously, such varied use of the building calls for official policies, as well as a sliding scale of charges. Free use of the building, as is true for all public schools in Port Huron, is granted to P.T.A. and teacher organizations; to boy scouts, girl scouts, camp fire girls, and similar groups when they are properly chaperoned and supervised, and to local organizations meeting for charitable, civic or educational purposes—provided no admission fee is charged.

Use of the building is denied any individual or group seeking direct or immediate gain; sectarian or political groups whose programs do not conform with the general school laws of the state, and anyone who advocates social or political change by violence.

At Woodrow Wilson School, the rate charged nonschool groups for use of the gymnasium is \$45 for the first four hours and \$16 for each additional hour; for the community room: \$5 per hour, plus \$5 for the use of the kitchen.

But planning an elementary school for community use was only one of three major assignments given the architects. Another directive was to utilize a small site adjacent to a city park on which to construct modern and adequate school facilities for children who formerly attended classes in three old buildings. The third important instruction to the architects was to design the plant for maximum economy over the school's expected life.

How these three assignments were fulfilled was the topic of a recent visit in the office of Frantz and Spence, the architects, at Saginaw, Mich.

As you "listen in" on this transcript of the tape recorded conversation, you will hear the participants discussing some general problems of school planning. Later they talk about some of the unique characteristics of the Woodrow Wilson Elementary School.

Community Use of Wilson School

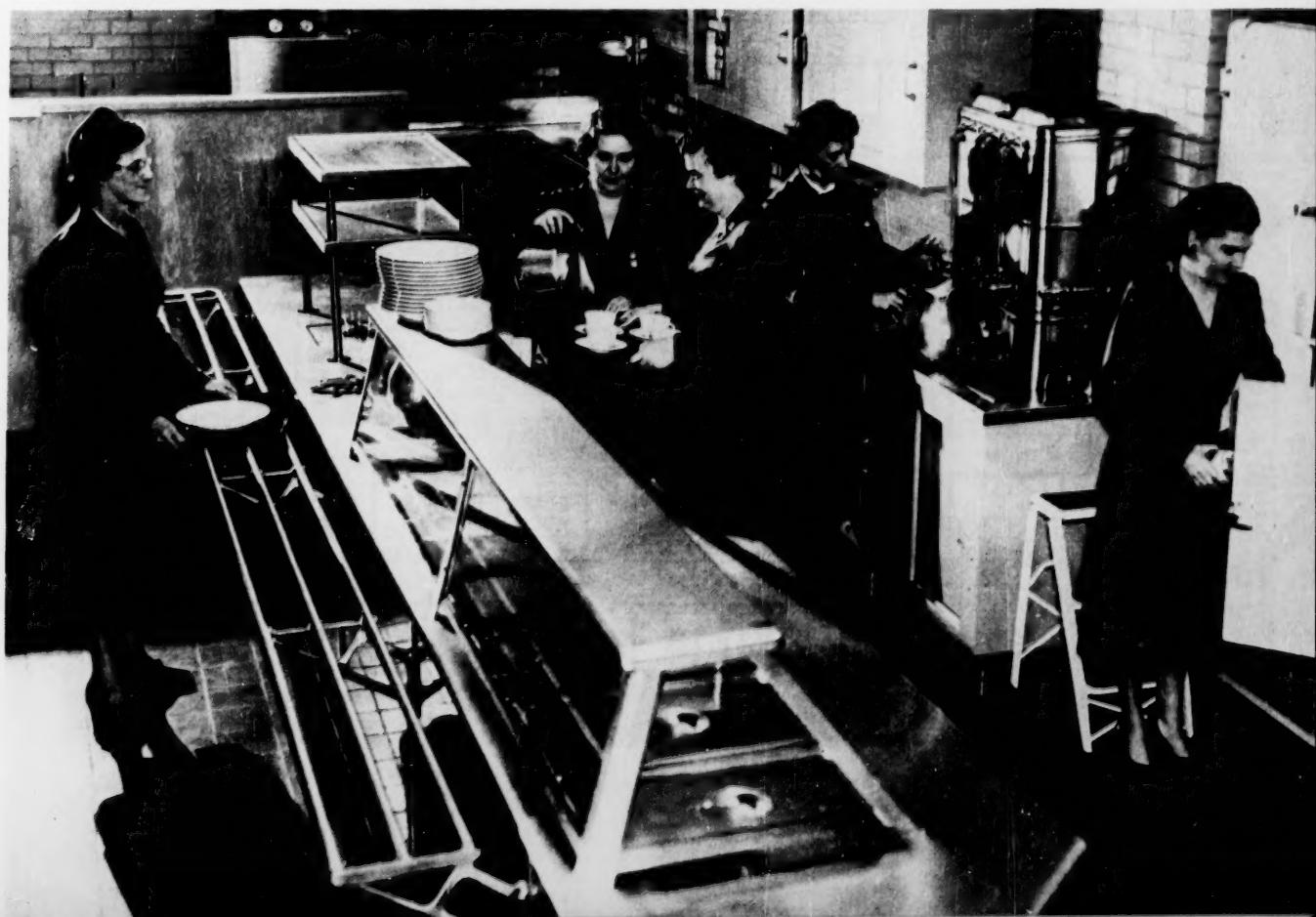
OCCASION	NO. OF TIMES
Dinners and luncheons served.....	49
Gymnasium used by groups.....	155
(Single admissions: 29,234)	
Community room used other than for meals	106
(Single admissions: 13,515)	
Art room used.....	200
(Single admissions: 2475)	
Room 204 used.....	76
Room 206 used.....	76
Room 224 used	82
Office-conference rooms used	12
TOTAL	756

The NATION'S SCHOOLS



Above: The Wilson School art center is used for art education (this is a junior college class), workshop and

adult classes. Below: Girl scout leaders prepare a dinner that is to be served in the community room.



EDITOR: You mentioned that there is a limit to how far one can go in cutting out things to get economy. How do you think you get the most for the money?

ARCHITECT: The first consideration is to build for economy of maintenance.

SUPERINTENDENT: When we talk about economy, do we mean the lowest initial cost we can get or the lowest cost over the period of the life of the building?

ARCH.: Both! The building can be planned economically, and the money saved can be put into better materials and good construction.

SUPT.: In some areas around Port Huron where buildings cost less, the buildings already show that the dif-

ference in cost will have to be met in years ahead in maintenance and upkeep.

ED.: Would you mention some examples of short cuts in initial construction that proved to be unwise?

ARCH.: Examples of poor economy showed up in the surfaces that get the most wear. The exterior of buildings had been cheapened with lack of proper sash and good brick work. The flashings and the roofs leaked. This climate in Michigan costs money to fight.

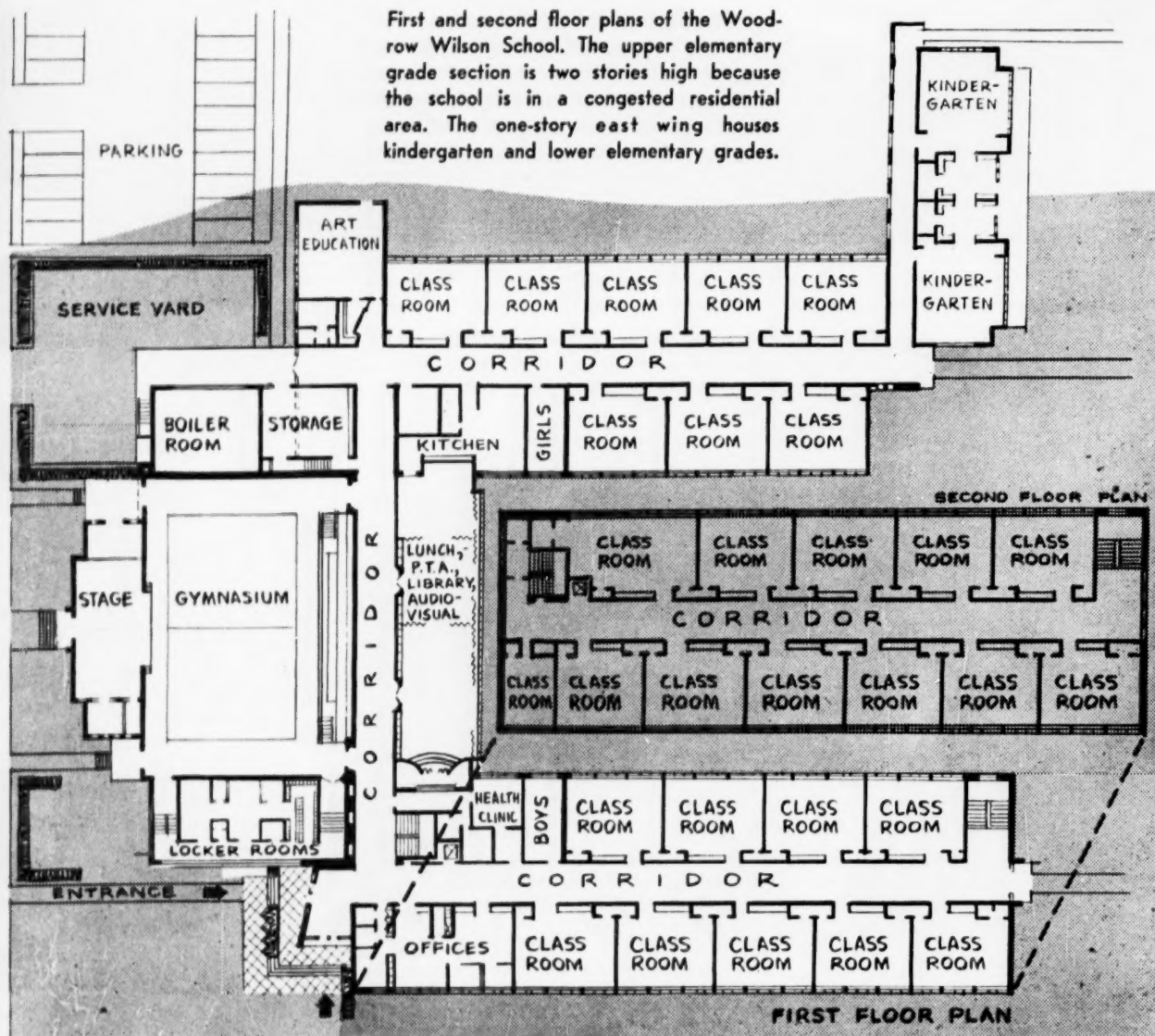
You'll find evidence, too, in the interior of buildings. A plaster surface is used where it shouldn't be, such as in corridors. It just goes to pieces. Kids scratch it, bore holes in it. Floors have been established at too low a

level, permitting contractors to pour cheap slab right on the fill. They may not have allowed enough money so that the fill could be tamped and settled. Eventually, the floor starts to sink.

There's false economy, too, in slipshod installation of piping and mechanical equipment. I know of cases where the slabs sank so much that they broke the heating pipes. The pipes were laid right on the fill. Now they've got to take those heating pipes out and put them above the floor.

SUPT.: I have looked at a good many schools built with a view to cutting down initial cost in the corridors. Some have used floor materials that will have to be replaced every 10 or 12 years. We chose a terrazzo

First and second floor plans of the Woodrow Wilson School. The upper elementary grade section is two stories high because the school is in a congested residential area. The one-story east wing houses kindergarten and lower elementary grades.





surface. It'll probably be there as long as the building stands, and all it needs is to be cleaned.

ED.: You mentioned terrazzo as one material that in the long run means economy. Do you think of other materials that are favored for this long-distance outlook?

ARCH.: Well, we have used so much brick, but it's a material that should not be used as much as it is. I think we should use reinforced concrete for foundations and for foundation walls and for floor slabs, and then from there on up we should go to something that can be put up in panels of a precast type and of impervious materials. Go to lighter construction; use modular units.

ED.: What materials are used for modular units now in building new schools?

ARCH.: Largely glass vertical panels, structural glass set in sash width units, 3 foot panels, 3 foot modular units—between the sill line and the head jams of the window below in two-story jobs.

ED.: Aren't some steel manufacturers experimenting with prefabricated units for school buildings?

There are circus scenes in the fireproofed curtains in the kindergarten. Only this wing has a clerestory. The big windows help to make the room part of the outdoors. The five-octave piano is adequate and a space saver. The room is entirely radiant heated.

ARCH.: Yes, and I think the plastic people will be coming into that market. It seems perfectly silly to be paying bricklayers—granted that they earn their hourly wage. Brick, to my mind, is becoming more passé every year. It costs too much money, that's all. They are making brick longer and thicker, but it's still brick and water gets through it!

ED.: Do you think of any new developments in fenestration? Do you use clerestory?

ARCH.: It's nice to have if you can afford it. But, if you're looking for economy and you're up against it for money, clerestory is no way to save money.

ENGINEER: How about the ceiling in the gymnasium, as compared with the ceilings that we used to put on?

ARCH.: We used a suspended acoustic tile. We're using large panels—they're fireproof, are an insulator and have fine acoustic qualities. We're

using a board that's more like a wood fiber matted together with cement. Similar units are made with sugarcane fiber impregnated with cement; others are made with sawdust and cement.

In addition to getting acoustical qualities, insulation and fireproofing, you're getting decorative qualities, too. It cuts down labor. It goes up fast.

ED.: Are you making much use of plastics?

ARCH.: Not nearly as much as it seems to me we should be. Plastics are not down in price to where I think they will be. There's a wonderful future in plastics—corridor wall surfaces, for instance. If you don't think buildings are changing, just go back 10 years and compare materials with what we're using today.

ED.: Do you think top lighting has possibilities?

ENG.: I certainly do.

ED.: Particularly where?

EDITOR: You mentioned that there is a limit to how far one can go in cutting out things to get economy. How do you think you get the most for the money?

ARCHITECT: The first consideration is to build for economy of maintenance.

SUPERINTENDENT: When we talk about economy, do we mean the lowest initial cost we can get or the lowest cost over the period of the life of the building?

ARCH.: Both! The building can be planned economically, and the money saved can be put into better materials and good construction.

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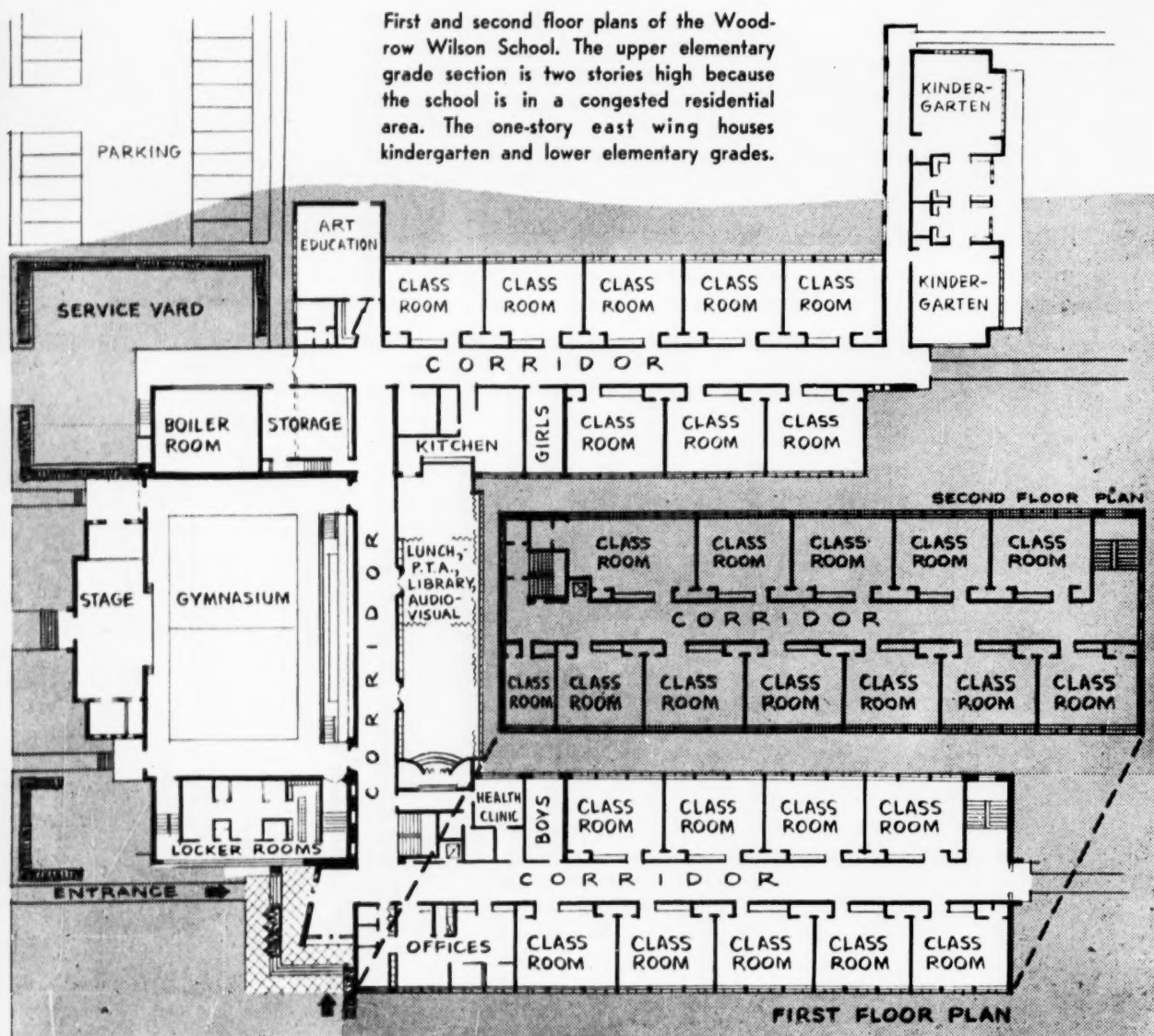
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ED.: Do you think top lighting has possibilities?

ENG.: I certainly do.

ED.: Particularly where?

ARCH.: Wherever you're limited to one wall for fenestration. Near the back walls is the place to introduce roof light. Also in corridors and stairwells.

ED.: What do you think of glass block for top lighting?

ENG.: Installation costs need to be studied.

PLANNING WILSON SCHOOL

ED.: Have you had any occasion to construct movable walls?

ARCH.: Well, we started out many a time. We built buildings 10 or 15 years ago where the theory was to construct partitions so we could take them out easily. Before the job is done those partitions are loaded with conduit; we've got to have switches; we've got to have lights; we've got to have this, that and the other thing. And the first thing you know, that partition isn't movable—it isn't free.

ED.: Let's look now at the floor plan for the Woodrow Wilson School to see if it suggests some questions. What is the reason for the two-story section?

SUPT.: The whole idea for the building was studied about 14 months prior to the time we actually opened bids and started to build. The necessity for the second story on the west wing came about because the area in which we had to locate the building is a congested residential part of town. This new plant takes the place of three obsolete buildings.

The building is located on a city block. With the cooperation of the city commission, we were able to close the street to the west of the site and adjacent to the city park, so actually we have the facilities of two blocks.

The two-story area is the upper elementary school. The east wing of the building is a single wing housing the kindergarten and early elementary grades. In between the two are the general use facilities, such as the community room, which can be used at noontime for a lunchroom. Across the corridor is the gymnasium, which also is readily accessible from the outside. Large groups can be moved in and out on the stage without their going through the auditorium or gymnasium. I suspect it was the area that these youngsters would need for a playground that determined we wouldn't have cross traffic. A lot of the older ones will be using the park.

ED.: How did you make this building so livable?

SUPT.: One of our main objectives was to steer away from the institutional effect you find in so many schools. We bring to the child as nearly as possible an atmosphere of home. We tried to do this through adequate natural light and also with a variety of rather pleasing colors for the walls and floor tile and by providing partially self-contained classrooms with toilet facilities within the confines of the room proper.

Wardrobes for the youngsters are in each room instead of being in the corridors. Teachers much prefer this. (Several teachers were members of the committee that originally planned the building.) The wardrobes are well ventilated; air circulates through the clothing when the doors are closed.

Also planned within the room was a *minimum* amount of plastered surface. The acoustically treated ceiling lends itself well to a quiet classroom. From the standpoint of sanitation, we avoided a lot of unnecessary wood decorations. The doors and paneling are plain surfaces, reducing the time necessary for cleaning.

SHOWING FILMS

ED.: Do you darken the classrooms for showing films?

SUPT.: The Woodrow Wilson School has no venetian blinds or artificial means of shutting out natural light. They're a problem of maintenance. In showing films in the classroom, you don't have to pull the shades any more. The time isn't too far off when daylight screens will be even more efficient than they are today. Therefore it seems wasteful to me to plan a building with lots of shades that won't be needed. If you're not using color—if you're using black and white—it's perfectly satisfactory without darkening the room.

We have a room upstairs that can be darkened, if needed. In the community room, of course, there are full-length draperies so this room can be darkened.

ED.: How do you keep custodians happy?

SUPT.: The custodians have their own shop, with lots of shelving, a workbench, and space to receive deliveries and unpack them. It's a good big area.

We have a good sized incinerator, just around the corner from this shop, where all the rubbish is burned. It's gas-fired and has a hopper. The ashes can be removed at grade level. The incinerator stack adjoins the main stack of the boiler room.

Every custodian's closet throughout the building has a terrazzo sink, plenty of shelving, and a place where he can drill holes in mop handles and slide them on the head spikes.

A custodian can make or break a building. If he has a place to take care of his mops, cleaning powders, and the hundreds of other things he needs, he's going to feel a lot happier

The Wilson School has modified self-contained classrooms with individual lavatories and drinking fountains. Heating and ventilation can be controlled for each room. The classrooms are 23 by 30 feet.



about taking good care of that building. We've tried to take care of the custodian, and it didn't cost very much to do it.

ED.: How do you justify the expense of an elevator?

SUPT.: Our hydraulic lift in our two-story upper elementary section cost about \$3000. Instead of having a piano on each floor, we can move our small pianos on this lift, and also books. Janitors move their supplies on the elevator, too. We have a pupil who is in a wheel chair—he couldn't get to the sixth grade classroom on the second floor without using the elevator.

This lift also is ideal for heart cases; there are some children in the school system now who have to go across town to a school where they don't have to go up and down stairs. But here they can step on the elevator and go up. The elevator is never locked. It's self-operating, but the youngsters don't bother it.

EXHIBIT CASES

ARCH.: We've got lots of exhibit cases around. Some of them, I think, are rather nicely designed. They're set back in the spaces that ordinarily are lost, you know. They're all lighted and controlled from the principal's office.

SUPT.: We have "book stacks" where teachers may go and exchange books. There's a reading table in each classroom. Book carts make it convenient for teachers to take books to the classrooms for pupils' use. The books stay in the school; they are not brought from a central library.

ED.: We're interested to know why this school was named Woodrow Wilson.

SUPT.: Traditionally our schools are named after past presidents. There were several possibilities for naming this building. So we said, "Let's let the youngsters decide." We suggested five names for the children to discuss and vote on. The preponderance of votes was for Woodrow Wilson. The children selected the name for this new school when they were still in the old schools, mainly the old Polk school.

I sent a letter to Mrs. Wilson saying, "We have named the building after your famous husband. We would like a letter from you as a part of the contents of our cornerstone."

Her secretary wrote back, "Well Mrs. Wilson is busy. I don't know



Top: The community room can be divided into two rooms by a sound-proofed accordion folding door. The folding doors at the side shut off closet space. The stage is accessible from the corridor. Above: This is a combination auditorium-gymnasium. Folding bleachers are used. The stairway at left goes up to permanent balcony seating.

whether she'd have time to write a letter."

Then I sent another letter which said, "I think it's important that we have a letter from you as the wife of Woodrow Wilson to put in the box."

She kindly consented, and we have in the cornerstone a letter from Mrs. Woodrow Wilson, which reads:

"My dear Mr. Crull:

"I am gratified to learn from your letter of April 18 that the new Public Elementary School will be named for my husband and that his name was

the choice of the pupils of the Port Huron, Michigan, Public Schools.

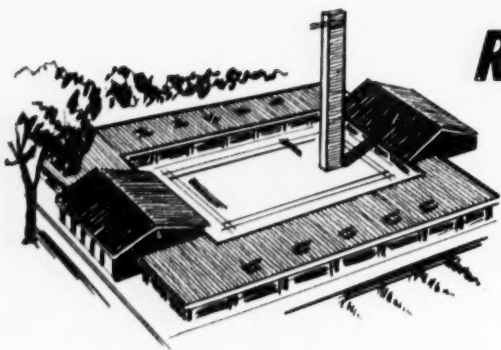
"With all good wishes, believe me

"Sincerely yours,

(signed) "Edith Bolling Wilson"

ED.: What did this building cost?

SUPT.: The cost of this building doesn't include the cost of the site, but it does include site improvements—sidewalks, terraces, parking lot, service yard, incinerator. Based on the A.I.A. standard, the cubic cost is \$1.15, or a total of \$1,282,986.80. The site cost was \$126,000.



REACTIONS from the field

on G. R. Koopman's approach
to secondary school planning

by a

CURRICULUM SPECIALIST

SUPERINTENDENT

HIGH SCHOOL PRINCIPAL

COLLEGE DEAN

PROFESSOR OF EDUCATION

AWAITS COMMUNITY AGREEMENT

HAROLD SPEARS

Assistant Superintendent, San Francisco

I HAVE just read Dr. Koopman's stimulating article with mingled feelings—as a student of education who harbors the ideal of a better secondary school and as a school administrator who faces the cold reality of things that are. Mr. Koopman's major proposals might be summarized in these four points:

1. Within the near future, the nation faces the necessity of increasing significantly the secondary school building facilities.

2. The design of this new construction should reflect the modern function of secondary education.

3. This functional approach calls for two types of school plants to serve all the educational needs of today's community: (1) the *neighborhood school*, housing nursery through 10th grade programs and (2) the *community college* (or *community school*), serving the secondary school program, 11th through 14th grades, and also the adult programs.

4. The secondary school program in this upper school would be built around self-contained classrooms, as centers serving the prime function of the community school program—namely, "citizenship education in its broadest sense." One of these home-room groups would stay together for the three or four years, operating on an all-day block schedule, directed by a broadly trained teacher, individuals moving out from time to time to the more specialized centers of instruction in the school and community as their particular needs require.

My own ideals and experiences in secondary education have already taken me part of the way into these inner passages of Dr. Koopman's new school—a school that he would sell us on the open market of cooperative community planning. But such proposals as his present us with this question:

If a school plant is designed and built according to theory, will the program implied in the theory be achieved through the structure built to serve it? On the other hand, if a new school plant is always built to serve merely the existing program of secondary education, how can we expect to implement emerging theories? The program of the typical American high school is in such close conformity with a national concept, it has been no problem for an architect to design a new school. His problem becomes perplexing only when he must await community agreement on new functions which would in turn call for new forms.

Most controversial points of Mr. Koopman's new school outline are perhaps (1) the emphasis upon the self-contained classroom in the secondary school and (2) the omission of now commonly accepted facilities such as auditoriums, gymnasiums and music rooms. The first of these suggestions would depend upon the reconstruction of teacher training and certification regulations. Even then it would need to meet the test of experimentation. The second controversial proposal, especially the omission of auditoriums, runs counter to the habits of youths.

The sketch on page 56 depicting outdoor classrooms reflects the present architectural tendencies in the design of primary schools. On the surface it appears too elementary for adolescent youths. These self-contained outdoor classrooms leading out from their respective self-contained indoor classrooms leave the impression that the

proposal goes to extremes in holding the home group together through the day with a minimum of other contacts. When the core idea is carried to extremes perhaps the law of diminishing returns begins to operate.

Before a community builds the proposed school, community leaders must take stock of what they have on hand in the way of educational concepts and building facilities. To what extent must we build onto existing concepts and facilities, and to what extent can we ignore them and build from new blueprints? I have previously expressed this dilemma of secondary education in a cartoon reproduced on Page 67. I will rest the case with the picture until time and spirit provide more explanatory copy.

OMITS COMMUNITY CULTURE

ARCHIBALD B. SHAW

Superintendent, Scarsdale, N.Y.

EVERY thoughtful school administrator has watched with mixed emotions as the rising tide of school enrollments, having engulfed the elementary grades, inexorably washes at the lower edge of the secondary school. He sees in this tide a power that will tear loose the high school from its resting place on the Mount Ararat of New England Academy tradition or

will batter and swamp an institution which, weak, cumbersome and much patched, still holds such potential for the continuance and betterment of American life that its foundering would be a major tragedy.

Dr. Koopman's "theoretical approach to secondary school planning" shouts a warning and a challenge. The pity is that we are so ill equipped to hear and heed. Americans have taken calmly and have achieved expertly major adaptations in their economic and political arrangements to meet the changing requirements of a more complex and interdependent society. We have evolved the modern corporation, the Port Authority, the F.C.C., and the S.E.C., the great Foundations, the responsible trade and labor associations, slum clearance, and independent Throughway Authorities. We have even in varying degrees accepted and impelled the evolution of the Grammar School of our infancy to the modern elementary or neighborhood school. Yet we barely begin to see that change may be necessary in the high school of an earlier generation.

By some fateful quirk we can see our way to build suburban shopping centers to meet brand new wants and needs but still hold holy the old ways of a high school which served moderately well the college preparatory requirements of a progressively selected few. All this is just to say that Bob Koopman's tone and volume are fully justified!

SCHOOLS ARE CENTRAL RESOURCES

I am among those who see our future as a nation bound up with the success or lack of success with which we contrive effective ways to beat back the influences that have too far succeeded in weakening community life. The family is the basic building block of our society—and it needs strengthening—but the community is the essential intermediate unit that can free families to live more satisfyingly and can enable and support the larger political, economic and social organizations of our America. Public schools are central resources available to communities for their able fulfillment of these rôles—alas, now all too often for their rebirth.

In his haste to get to upper secondary education, Dr. Koopman seems to have too casually sloughed off the educational problems of boys and girls, aged 10 or 11 to 14 or 15, who have outgrown their close home-neighbor-

hood dependency. One can agree that "we have gone all the way around the clock" in our concepts of junior high school without accepting the implication that the neighborhood school as a single educational institution should "care for levels N-K-10." Just as the neighborhood has many but not all of the characteristics of a community, so there are intermediate subcommunities or larger neighborhoods that may usefully serve as the basis for an intermediate school.

This is minor, however, not affecting materially his thesis. What he says about the integration of educational planning and community planning is of tremendous importance and validity. Similarly, underneath the strong words about the lag between

consensus and practice in the organization of community schools are ideas of real moment to communities—and to school administrators.

Careful reading and interpretation is required, however, in his section dealing with program. There is an apparent inconsistency in the concept of induction of youth into society as a "priority function" and the rather violent denial of the usefulness of the "preparatory" concept. The very violence of the denial would suggest that the inconsistency is more apparent than real. If knowledge, morality and civic responsibility are combined in the wholesome personality, then that defines avenues of development in which each stage is in the truest sense preparatory to those that follow. Sure-



From Harold Spears' "The High School for Today." Reproduced with the permission of the publishers, the American Book Company.

ly it would be tragic if in the understandable rebellion against academic prerequisites to "higher education" one should seem to deny the existence of prerequisites to useful adult citizenship.

In the six proposals Dr. Koopman makes in the realm of space requirements for the community school, he seems to have come through singularly unscathed from the risks he saw himself taking. Indeed, his proposals make brilliant good sense. One might disagree with details here and there, but this is not to be construed as anything but heartfelt tribute to the contribution his analysis makes to clear thinking.

Locker areas, listed under social living space, are hard to justify. Wraps belong in or near the self-contained classroom areas if there is to be the free indoor-outdoor passage implicit in the general proposals. And, too, the specialized areas must be presumed to be suggestive rather than complete. Graphic arts and communication arts, for example, need special spaces.

MAJOR OMISSION

But the major omission is closely related to this point. If community planning and educational planning are one, then it seems to me that the whole thesis is badly weakened by the sudden divergence implicit in the last few paragraphs of Dr. Koopman's article. Certainly the fine arts center, the theater, or even perhaps a sports arena might be housed in a civic center. Such activities as radio and television production, dramatics, even large-ish forums, are valuable parts of both community and school. So, too, are other aspects of community culture and recreation, including dancing and various indoor games during long winter months. That they are not central to the citizenship function of the secondary school may be true, but equally is it true that they are important to the community, including that portion of the community within the community school.

Withal, the "new theoretical approach to secondary school planning" is a most clear sighted, challenging and sensible statement in a badly neglected area of planning. Without making the familiar prescription for everyone concerned with the problem, may I simply say that it has stimulated one person who is on the brink of the planning problem.

COINCIDES WITH NATURE OF LEARNING

EARL C. KELLEY

Professor of Education
Wayne University, Detroit

THE item I miss most in Mr. Koopman's article is a statement as to why school administrators and board of education members (who often are the only ones in the community involved in planning a new school) should want the school he describes in preference to one much like the old one. If these officials do not have a revised concept of the nature of learning and of education, they will see no need for a revised plant, except that they need one that is bigger and newer. They can only build in relationship to the program they envision.

The reason for building the facilities described by Mr. Koopman, instead of a building essentially like the one being abandoned, is that his school is generally in keeping with what is now known, through careful research, about the nature of the human organism—how it learns and grows. These facts are as well known as those concerning the nature and uses of electricity. To build a school without regard to these facts is like building a manufacturing plant based on the premise that the use of electricity is a crackpot fad.

Since we now know from research in child development, perception and other areas that learning is a product of experience and the reconstruction of experience, it is nothing less than tragic for schools to be built as though this were not true. It means that we will have to use makeshift devices with inappropriate facilities for the next 50 to 100 years. But no one can build a different building without knowing why.

I agree with what Mr. Koopman says about citizenship education, but most school people will want to know why this is true. There is abroad in the land the notion that the way to make a good citizen is to tell children what to do and make them do it. This is supposed to train them, and then they will be good citizens all their lives. They confuse citizenship and conformity. Good citizenship is a product of the good life, through involvement and part ownership of the home and school. People do not neglect or sabotage their

own home or school. When that idea is accepted, the need for Mr. Koopman's school becomes apparent.

Teachers must first want to do differently before they can want or use different facilities. It is what teachers do, or would do given the chance, that controls the educational program. If I were to attempt to persuade teachers, administrators and parents that they need a different kind of building, I would start with the reasons for it.

I am dubious concerning what Mr. Koopman says about the auditorium and gymnasium. I think that in many cases these structures represent sinful waste, when we see 50 children in a room built for 30 right beside a huge, empty, expensive auditorium. But if the school is to be a community school, those things needed by the community need to be included. I would start on the premise that we are building a community center, where we will also have a school. Then the needs of both school and community will be included. This is the only way I know to make the people feel that it is in fact a community school. Of course, if the community already has a good community auditorium, I would not build another one just for school purposes but use the one the town has. I don't see how one can build a community school and include only those items needed by the school.

PROMISES REVOLUTIONARY RESULTS

ERNEST O. MELBY

Dean, School of Education
New York University

I FEAR the full meaning of Mr. Koopman's article will be lost on many people because their attention will be captured by some example he uses rather than by his central idea. For instance, those who put a high value on auditoriums may overlook the possible merits of a theoretical approach to secondary school planning merely because Mr. Koopman's illustrative application of such a planning approach comes out with the burden of proof on those who want a large auditorium. For this reason, I have chosen to avoid considering the ex-

amples he uses and to give attention to the approach.

Can it really be we have failed thus far to utilize such an obviously desirable approach? I guess we have. We have been captives of past practice and physical arrangements so long we failed to back away from the physical task long enough to face the theoretical problem. I predict that the theoretical approach to secondary school planning will give us many sleepless nights. We'll find out we have not come to grips with issues as to what a secondary school should be and do. We'll discover we are not clear on an over-all educational policy for the American community.

Perhaps too much of the pupil's and teacher's time is spent in school buildings anyway. Maybe both teacher and pupils should be learning through community participation. Perhaps many adults in the community should be helping us with learning activities both in school and in the community.

Could it be we spend our money for the wrong things? Are plants needlessly expensive? As a result, are plant costs taking the funds we need for better teachers and better learning activities and materials? I predict a 10 year experience with a theoretical planning approach would have revolutionary results. It could lead in nearly opposite directions to Koopman's illustrations. No matter. Until we use such an approach we'll keep on perpetuating our errors and building structures that impede rather than facilitate good education.

IMPLIES MUCH FOR PREPARATION OF TEACHERS

JOSEPH C. McLAIN

Principal, Senior High School
Mamaroneck, N.Y.
President, National Association
of Secondary-School Principals

THOSE who are engaged in the field of secondary education have long agreed that "educational planning must be included in community planning," and some communities have succeeded in providing at public expense secondary school programs for youths up to 20 years of age. One of the problems that must be solved before these

desirable goals can be attained in most communities is that of developing an appropriate agency which has authority commensurate with the responsibility involved in planning, promoting and administering such a widely conceived public educational program.

Mr. Koopman's clear proposal to simplify the community educational organization, based on two major elements, the neighborhood school providing public education from the nursery-kindergarten through the 10th grade and the community college or secondary school including Grades 11 to 14, is interesting and appealing. There are, however, many people who will not accept as valid his conclusion that "the concept and term 'junior high school' are essentially obsolete and the quicker forgotten the better."

REVALUATING JUNIOR HIGHS

In many parts of the country leaders in the junior high school movement are at work studying and reevaluating the purposes and functions of the "early secondary school" years. Their studies have indicated that there is still a great deal of vitality in the movement and that its potential for contributing educational benefits is still largely unrealized. Last September the National Association of Secondary-School Principals assigned to one of the members of its executive committee the responsibility for organizing a program designed to promote the interests of the junior high school and to coordinate the efforts of junior high school administrators and organizations throughout the country.

In attempting to define the educational program of the emerging community school, one cannot help but be conscious of the restraining influence of tradition. The dead hand of the past is ever present. The secondary school should be able to shed its previous "preparatory concept" and to assume its central function and prime objective of citizenship education without becoming a devotee of the cult of immediacy, which can quickly degenerate into one of expediency. Long-range plan and purpose must be important elements of the individual learner's program as they are of the community's over-all plan for guiding the growth and development of youth toward the desirable goals of responsible citizenship. It is our proud boast that the public school has throughout our history been the "appointed guardian of American citizenship."

Dr. Koopman does a splendid job in defining and describing the several kinds of space requirements for a citizenship education program. All the fine things that are written about space requirements are, however, as applicable to a modern comprehensive high school program as they would be to the community college program centered on the theoretical concept of the self-contained classroom which the writer so well describes.

To dismiss the proven educational benefits available to youth from the wise utilization of music rooms, auditoriums, gymnasiums, swimming pools, and so forth simply because "a thoroughly desirable program of secondary and adult education is possible without them" is not wise or convincing.

The suggested virtues of the self-contained classroom concept are its simple organization and intimate group life; its basis in psychology, mental hygiene, and sociology; the leadership of a broadly trained teacher assisted by specialists and community resources, and its contributions to the broad citizenship objectives of the total school program. The self-contained classroom program would succeed in direct ratio to the quality of the "broadly trained teacher" who would direct the homeroom group. The implications of this type of program for teacher education and preparation are stupendous.

The vitality of American education has been due largely to the freedom and encouragement that have been accorded to experimentation. The concept of the self-contained classroom has much to commend it and would doubtless facilitate the attainment of many desirable citizenship objectives. It is hoped that many communities will continue research and experimentation with this and other promising forms of educational organization.

Third Article by Southerlin

"How a State Agency Works With Administrators and Architects," by W. B. Southerlin, originally planned for this issue, has been scheduled for later publication. Mr. Southerlin is supervisor of schoolhouse planning for the state educational finance commission. His articles in the November and December issues described reorganization of school districts and told how the state plans and manages pupil transportation.

Personal Liability of Professional Employees

LEE O. GARBER

Associate Professor of Education
University of Pennsylvania

WHILE it is a general principle of law that a school district is not liable in damages for injuries resulting from the negligence of its employees in the absence of a statute making it liable, the individual employees are not covered by this cloak of immunity. Teachers and administrators are, like all individuals, personally liable for acts resulting from their negligence. The question of what constitutes negligence is moot and must be answered anew in each case in light of the pertinent facts. Because of the lack of "hard and fast" criteria for determining what constitutes negligence, professional employees are in an unenviable position at times when it becomes necessary for them to make decisions. This is because it is not clear just what attitude a court will take or how it will rule in a particular case involving the question of negligence. The difficulty involved is amply illustrated by a case recently decided in California, where a division of opinion existed within the court itself.*

This case represented an action brought by an eighth grade pupil and his father against the school district, the principal, and a physical education instructor for damages for injuries sustained while playing touch football. In the lower court (superior court, Stanislaus County) the trustees of the district demurred, and the court dismissed the action as to them but held Mr. Gripenstraw, the principal, and Mr. Perrin, the physical education instructor, personally liable. Their motions for nonsuit and a directed verdict were denied. Likewise, the defendants' motion for judgment notwithstanding the jury's verdict was denied, and this appeal, based

upon the contention that there was "no evidence upon which liability for damages legally may be based," was taken to the supreme court. The issue before the court was whether the evidence presented was sufficient to warrant the jury's verdict to the effect that the defendants were negligent.

FACTS OF CASE

The facts of the case indicate that during the noon-hour recess it was the custom for the pupils to engage in "free play" activities, participation in which was not required. At the time of the accident complained of William Pirkle was engaged in playing touch football on the eighth grade team. Teams had been selected from the seventh and eighth grades. One boy from each grade was chosen to act as captain, and these boys picked their teams from those desiring to participate. There was no attempt to select boys on the basis of age, height or weight. William was 13 years and 4 months old, 5 feet 4 inches tall and weighed 97 pounds. While playing, he blocked Jack Perkins, who was in the seventh grade and was 14½ years old, 5 feet 10 inches tall and weighed 145 pounds. In so doing he was struck in the abdomen by Jack's knee. He continued in the game for two or three more plays and then retired to the side lines and lay on a bench.

Shortly thereafter he was sent to the first-aid room. The principal instructed him to lie down and covered him with a blanket. Near the end of the school day Mr. Perrin, the instructor, came in to see how the boy was. When William, at Mr. Perrin's suggestion, passed urine, it was noted that there was blood in the urine. Mr. Perrin then took the boy home. About five hours later he

was operated upon, and his spleen and left kidney were removed.

An action for damages was then brought, as previously detailed, on the theory that defendants negligently failed to supervise the play properly and that the principal and the instructor neglected to provide prompt medical attention. As was stated, the principal ground for appeal was that the evidence was not sufficient to sustain the jury's verdict—the implied finding that defendants were negligent in supervising the game or that the boy's injury was sustained because of their negligent failure to provide him with prompt medical attention.

According to the evidence, the physical education classes included instruction in the rules of touch football and provided demonstrations of how to block and how to tackle. Immediately prior to the game the boys were again instructed as to the rules. Mr. Perrin, the instructor, was present and acted as referee. His assistant was also present and acted as head linesman. The injury complained of occurred in the "course of a play executed according to the rules of the game; no charge is made that any of the players conducted himself improperly. In short there is no evidence sufficient to predicate negligence upon a failure to supervise the playing of the game."

COURT'S COMMENT

In commenting on the case, the court said:

"The jury, considering the evidence in the light most favorable to the plaintiffs and giving them the benefit of all inferences reasonably to be drawn from it, might have found the following facts:

"During the noon recess periods, the boys in the seventh and eighth grades were permitted to engage in 'free play' activities. The games at such times included touch football, in which a 'tackle' is accomplished by touching the ball carrier with both hands. Bodily contact is limited to a shoulder or body block, with both the blocker's feet on the ground. When properly regulated, the game is not rough."

Plaintiffs asserted that the defendants were negligent in the manner in which the players were segregated. It was contended that the jury might reasonably have found that they should not have allowed boys of such differing weights (85 to 190 pounds) to participate in the same game. Specifically, they argued that the players

*Pirkle v. Oakdale Union Grammar School District, City of Oakdale, 253 P. (2d) 1 (Calif.).

should have been segregated according to an "exponent chart" which was used in required physical education classes and in interscholastic athletics. Such a chart classifies pupils according to combinations of height, age and weight. According to the evidence it appeared to be useful only when there were large numbers of pupils from which to choose. Likewise, according to the evidence, such charts were "designed primarily to present equal opportunities of competition, and, if at all, only partially for the safety of the participants."

Again, the evidence revealed that where they were used boys in lower classifications were permitted to compete with those in higher classifications if they possessed sufficient skill. As a result, the use of such charts permitted variations of weight as great as those involved in this case. "In short, the evidence fails to establish such charts as a standard of care, the failure to observe which may be deemed negligence."

NOT INHERENTLY DANGEROUS

The court pointed out that the activity in which the boys engaged was not inherently dangerous and that there was some selection on the basis of skill by virtue of the fact the boys were chosen by a captain who ostensibly was motivated by a desire to choose those with the most skill. It also pointed out that in a small school where the numbers were limited it was difficult to administer such activities. Twenty-two players were required, and selection had to be made on some basis so the smaller boys could compete with safety and with some degree of success, at the same time permitting the larger boys to compete also. The evidence showed that while the method of selection used here, based on school grade, was commonly used in other schools, no serious injuries had apparently resulted therefrom and that it was both practical and convenient. Likewise "all the evidence is to the effect that touch football is not a dangerous or rough game."

As a result the court stated: "From this evidence it must be concluded that the method of segregation employed by the defendants was a reasonable one" and "under such circumstances, there is no legal basis for a finding of negligence." Before so holding, however, it pointed out: "The standard of care required of an officer

or employee of a public school is that which a person of ordinary prudence, charged with his duties, would exercise under the same circumstances....

"Nor is there merit in the contention that liability may be predicated upon a failure to provide prompt medical attention. Plaintiffs' medical expert, the sole witness to testify on this point, stated that a layman could not reasonably have been expected to discover the nature of the injury sooner, and, in any event, no injury resulted to the boy from the delay."

As a result of its review of the case, the court ruled:

"The evidence being insufficient to sustain the verdict and judgment, the defendants' motion for judgment notwithstanding the verdict should have been granted."

In thus holding, the court freed the defendants from the verdict returned by the jury, which assessed damages against them in the amount of \$7500 for William and \$800 for his father. With the supreme court's decision most teachers and administrators will be in agreement. They must remember, however, that should they become involved in a somewhat similar case they might not be treated so leniently. One justice, in a dissenting opinion, argued that the majority of the court, in so holding, was in error.

He contended that the court, on appeal, had no right to upset the verdict of the jury given in the lower court. He argued that it is a settled rule of law "that facts must be determined in the trial court"; that the higher court, here, in finding and determining "the issues of fact contrary to the trier of fact—the jury in this case—and the trial judge who denied motions for a nonsuit, directed verdict, judgment notwithstanding the verdict and a new trial" denied "litigants the right to a jury trial on issues of fact in a case where a trial by jury is admittedly a matter of right under the constitution and laws of this state."

REASONABLY PRUDENT MAN

He pointed out that the question was whether the conduct of defendants was that of a reasonably prudent man and said: "The members of the jury and trial judge are presumed to have 'reasonable minds.' They saw the participants and saw and heard the witnesses and must have concluded that a reasonably prudent person would not have permitted boys ranging from 85 to 190 pounds to participate in

the same game." He then commented as follows: "These fact finders, with 'reasonable minds' may have disbelieved the witnesses who testified that touch football, when played as described by them, would not endanger the life or limb of participants."

In this connection it should be noted that the function of a jury is generally considered to be that of determining questions of fact, the credibility of witnesses, and the weight of the evidence and then rendering the verdict for whichever party it decides has established his case by proof. The supreme court, however, in this case, overturned the jury's verdict on the ground that the evidence was "insufficient to sustain the verdict."

DIFFERENCE OF PHILOSOPHY

The disagreement between Justice Carter and the majority of the court, representing, as it does, a difference of philosophy and an honest disagreement of opinion, points up the real problem to be kept in mind. While the court here held defendants were not negligent, had the majority seen the problem as did Justice Carter—and it well may at some future date—the defendants would have been held liable. Therefore, teachers and administrators should take a realistic view of the problem, and try to avoid all actions that might result in an accusation of negligence. Realizing that this cannot always result in the avoidance of difficulty it would seem that teachers and administrators might well consider taking steps necessary to protect themselves. It appears that they have several options: They can take insurance protecting themselves against their own acts of negligence; they can try to get school boards to take out group policies covering the staff, or, better yet, they can work to get a law passed similar to one in New Jersey, making it mandatory for the school board to "save harmless" any member of the staff against whom a judgment may be obtained for damages for injuries growing out of his negligence.

Unless the law requires the board to pay the costs of litigation, it might be well for the individual staff member to carry his own policy which, in addition to protecting him against a judgment that might be obtained against him also provides for reimbursement of all costs incident to litigation. After all, litigation can be expensive.

Public buys obsolete desks

BARGAIN DAY IN KANSAS CITY

SHELLEY F. PETERS

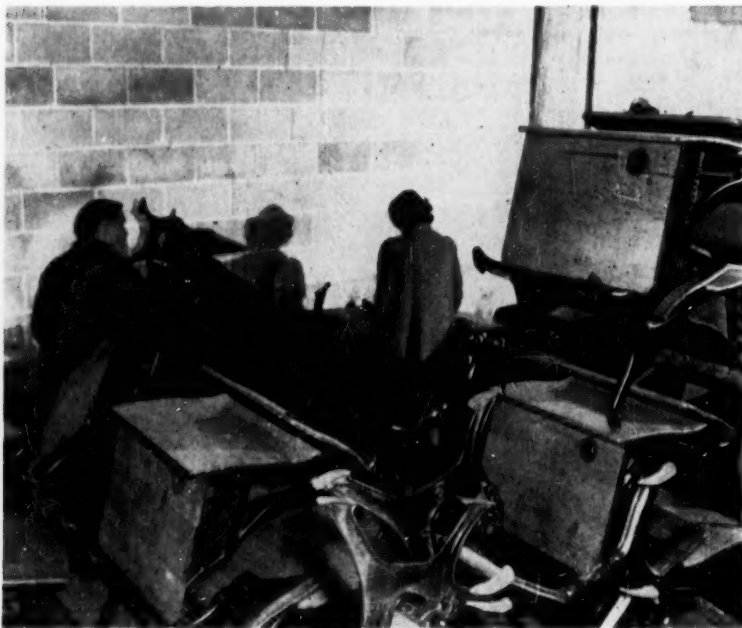
Director, Purchases and Service of Supplies
Public Schools, Kansas City, Mo.

DOES your school district have a supply of obsolete school furniture? We estimated we had more than 2000 out-of-date desks. What to do with this furniture was a problem. Considerable time was spent considering various solutions to the problem, such as selling the desks for junk at 7 cents each or removing the maple tops so students could use them in industrial arts shops. Letters were written to state superintendents of instruc-

tion suggesting that some districts might need this type of school furniture. We also advertised in the classified section of the city's leading newspaper but received few replies to our advertisements.

Finally, one member of our school board, M. C. Gordon, suggested that this furniture had a place in the homes of our school patrons. He sent this idea to Landon Laird, columnist for the *Kansas City Times*. On Saturday

Kansas City residents greeted with enthusiasm an opportunity to buy old school desks. Some sought seventh grade desks and some third grade desks; others looked for desks with initials cut in them. One woman bought 25 to give as Christmas presents. Some purchasers plan to convert their desks to end tables or telephone tables. With the more than \$2000 received, the school district will buy new equipment.



morning, October 21, the "About Town" column read, in part:

"Do you remember the old school desks you used to sit behind in school? The maple-top desks where you used to study . . . and write notes, which you tossed surreptitiously to your boy or girl friend two seats ahead?"

"The board of education has 2000 of those desks that have been replaced by modern desks. The old desks, in very good condition, are at the school warehouse at 800 East 21st Street. You can buy them at \$2 a desk, provided you pick them up. . . .

"There may be a ready market for the desks as decorative objects in homes, particularly in youths' study rooms, recreation rooms, and patios. . . .

"These desks were used by such well known personalities as Walt Disney, Casey Stengel, Wallace Beery, William Powell, and many of our prominent judges, lawyers, doctors, scientists, journalists, educators. Their sentimental value is far-reaching."

SALE BEGINS

The newspaper had barely been delivered that Saturday morning before Mr. Gordon's telephone started ringing. People wanted to know whether the warehouse was open Saturday.

It was decided to open the warehouse straightway and start selling desks to the public. I put on overalls and went to the warehouse to help. So did my 13 year old son, Danny. Many of the other school employees came too.

The scene was hectic. Some people wanted desks used in seventh grade rooms; others in third grade. Some sought desks with initials carved in them; there weren't many, but it was fun poking around for them.

One woman piled 25 desks into a station wagon to give as Christmas presents. A man bought a truckload. Several women planned to remake the desks into end tables or telephone tables.

More than 300 desks were sold that Saturday. On Monday, despite rain, a steady stream of purchasers visited the warehouse and again the next day. I explained to one woman who bought several desks: "This is a little dividend to you from the board of education." "You're right," she answered; "I'll remember this the next time I am called upon to vote on a school levy."

Some \$2000 was realized from selling the desks, and this money will go into purchasing equipment.



QUO VADIS, MAGISTER?

Looking Ahead in 1954

ON THE ROUGH AND UNPAVED ROAD which all school administrators travel, the highway markers are often misleading, the available maps fail to point out hidden bumps and detours, and there is a common belief that no high octane gas can be purchased except at Columbia or Chicago. More than any other traveler, the school administrator must carry his own repair kit, clean his own windshield, and do his own looking ahead for soft shoulders or stray cows.

One of the months that is particularly suitable for looking ahead is January because it falls midway between the September honeymoon and the June meeting when the superintendent's contract will not be renewed. It marks, too, the happy period when the basketball team loses its first game and there need be no further worry about the ulcerative championship finals in the spring.

As the school superintendent looks ahead to 1954 there are certain basic assumptions that can reasonably be made. For example, he knows that next year's salaries will not go up as much as he expects, even though he has spent the money in anticipation. Similarly, the school budget will not go up even though it does go up, or look out for potholes if it does! The superintendent knows that his 10 best teachers will resign because of flattering offers elsewhere, and the worst ones will not resign because of lack of same. Similarly, he can be sure that he will be accused by a few humorless souls of harboring communistic books in the library, encouraging capitalistic prices in the cafeteria, voting the wrong ticket on election day, and singing in the wrong choir, that is, if a superintendent has any reason to sing in January, which is somewhat debatable.

He knows, too, that on the bumpy roads ahead his curriculum will be badly bruised and his frame of reference may be busted beyond repair.

But all these things are not so important as they seem at the time they happen. They are part and parcel of the hazardous occupation on which he embarked when he erroneously decided that teaching school was a pleasant way to fame and fortune.

Fortunately, there are a number of happier events in store for the school administrator in the year ahead, or, anyway, it cannot be any worse than the last year or can it? For one thing, it is evident that he is going to have a lot more company—and that doesn't necessarily refer to the extra number of kindergarteners who will suddenly appear out of the wild blue yonder come next September and for whom no teachers, desks, buildings or budgets have yet been discovered. He will find that all around the country there are stirrings among the good citizens who heretofore haven't given much thought to

the schools. The feeling is growing that the schools are a pretty important part of our American way of life. North, east, south and west, citizens' committees are being formed to encourage bond issues, to build new buildings, and to lend a helping hand where needed.

Meanwhile, too, new and improved tools for education are being fashioned—everything from foam rubber stools to ease the aching administrative back to new types of magnetic blackboards which are every color but black and which are equipped to attract the most reluctant chalk consumer. All these new items of equipment are probably only a small part of the total sum of education, but they certainly make the teaching process somewhat easier than sitting on one end of a log.

In 1954 there will be greater and more wonderful instructional tools available as well—educational television, for example, is on the way. Despite bitter battles yet to be fought, educational TV will be a fact in many 1954 communities. Let us not get too excited, but the radio television expert in the U.S. Office of Education is already predicting: "It is no longer fantastic to consider the possibility that courses on television could lead to a degree, and some universities are already pioneering in offering formal courses with registration and fees, prepared papers and examinations." While the school superintendent cannot get too heated up about the fees and examinations, at least he can thrill at the possibility of polishing off his doctorate by sitting in an easy chair and having nothing to worry about except a wobbly aerial.

The school architects also are on the go, and great architectural discoveries are just around the corner. It may well be that 1954 will be the eventful year in which bangless radiators will be invented and school assemblies will not be interrupted by intermittent machine gun fire when the guest speaker is introduced.

It all adds up to this for 1954. In physical improvements, in curriculum know-how, in understanding of children, the schools are on the march. After a couple of wars, a depression, a recession, a boom and a bust, it looks as if public education is going to get a break. The American people have always had confidence and faith in their schools, but sometimes they haven't done much about it. Now they are really rallying around in a way that is inspiring and heartening. So, we can predict with some certainty that 1954 will be a good and fruitful year to go from here to there. To be sure, the school administrator will still find plenty of roadblocks—with a few blow-outs, wash-outs and bust-outs! But, all in all, there will be a lot of interesting scenery along the way and never a dull moment. Get out the anti-skid tires, brother, and let's go!

Lynd's Quackery Lacks Intellectual Honesty

Book Review by HARL R. DOUGLASS

Director, College of Education
University of Colorado

QUACKERY IN THE PUBLIC SCHOOLS. By Albert Lynd. Boston: Atlantic Monthly Press Book, Little, Brown and Company. \$3.50. Pp. 282.

QUACKERY in the Public Schools" is one of several books which have appeared recently that criticize the public schools. It is written by a former college history teacher, now a school board member, who deserted the profession to become a businessman. It is addressed particularly to the wickedness of professors of education and school administrators who "have an occupational contempt for parental opinion" and whose "understanding is obviously uncomplicated by any personal acquaintance with the classics."

In his introduction, the author declares war upon "Educationists," whom he characterizes as engrossed in "fabricating straw men to represent their critics." Lucille Crain, Allen Zoll, and others of that category are, to Mr. Lynd, inconsequential, unknown pamphleteers of minor influence. He absolves the splendid school people in his own community with whom he is familiar and proceeds to invest school teachers in other communities with theories and practices of anti-intellectualism and quackery.

"FRIEND" OF PUBLIC EDUCATION

Some space is devoted to setting forth elaborate claims that the author is a friend of public education. This friendship is oddly demonstrated by the wholly inaccurate picture he gives of the schools, by the undeserved suspicion he arouses, by the assiduous application of his talents for distortion and misrepresentation to a discussion of the public schools, its leaders, and Educationists.

Claiming in his introduction that he is wholeheartedly in favor of public schools, he switches quickly to a denunciation of an unidentified professor of education for his fears (expressed at an A.A.S.A. convention) that the strengthening and spread of non-public schools will bring about cleavages and divisions in our democratic society.

Mr. Lynd recklessly resurrects the frequently disproved charge that the three R's are neglected. He pooh-poohs the great body of evidence that indicates clearly that children today do as well in the three R's as in former years and generations. Indeed, he pooh-poohs educational research in general in a chapter, "Research, It's Wonderful."

A wisecracking chapter, which will be well received by those who know little or nothing of the subject and who love satire, is devoted to "The New Curriculum and How We Got It." The New Curriculum, as described, is an interesting stranger to all Educationists and workers in the public schools. It is a synthetic composite of a few fragments of proposals and experiments taken out of their context and assembled in a most ingenious manner.

He attempts to ridicule the expressed doubts of Educationists and administrators concerning:

The values of the study of logarithms, square root, and algebra to all.

The superior values of algebra and Latin as mind training as compared to other subjects.

The yearning of the New Educationists for "international understanding" and their simultaneous efforts to get rid of foreign language instruction in the school.

Under the New Education, history has been *abolished*, he says, in favor of a *bash* called Social Science.

Little is offered in the way of an objective or thorough examination of recent curriculum changes. The discussion is largely a defense of the classical curriculum.

The heavy burden placed on logic in this, as well as other chapters, may be illustrated by such weird claims as "a very modest knowledge of Latin may mean the difference between delight and bafflement in reading English literature. Latin through Virgil [four years] is nearly indispensable to an understanding of some of the greatest English poetry."

The reader is expected to entertain seriously the specious sales talk that the study of the French people can best be approached through French grammar.

EULOGY OF CRITICS

A chapter is devoted to the eulogy of other destructive critics of modern trends in education. Mr. Lynd carefully selects them from hundreds of constructive critics and quotes them in the spirit of "Yea, a second Daniel come to judgment," lauding especially Harry J. Fuller and Arthur Bestor Jr., whose internecine attacks on the college of education of the University of Illinois, the Illinois State Department of Education, and Illinois school administrators have grown into an ambitious plan to remove school administrators and college professors from positions of leadership and to abolish required professional courses.

Two chapters are devoted to criticism of in-service education and courses in education. The tenor and character of the discussions are indicated in advance by the chapter titles, "The Scramble for Semester - Hours" and "Box Office Courses."

Such a vitriolic philippic would of course be incomplete unless progressive education, John Dewey, and William H. Kilpatrick were pilloried. This is done in a way that should give keen satisfaction to intellectual sadists and systematic conservatives, although a careful reader reasonably familiar with the facts will note the great difference between the intellectual honesty of those pilloried and that of the would-be crucifier.

In the concluding chapter, "What to Do About It," a campaign for battle is outlined.

The writing in content, diction and

TWO GREAT NAMES...

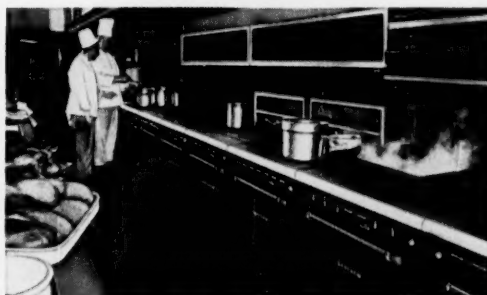


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phrasing is studded throughout with obviously careless or intentional distortion and appeals to prejudices of various sorts as indicated by the following excerpts rich with argument by epithet, none of which gives evidence either of a disciplined intellect or of standards of scholarship.

"Details of program on 'home and family life' may be of hair-raising interest to those parents who still think that a school is a school and a home is a home." (And never the twain shall meet?)

"In the course in 'home and family

life' there is no reference to reading, writing or arithmetic as such." (Why should there be?)

"Whether you like it or not, the education bureaucracy has relieved you of all decisions about the aims and methods of the schools in your town." (Where?)

"If your local schools are *bubbling* with the New Education, you had better think twice before you talk about family business at the dinner table."

"The Modern Educationist apparently believes our homes to be hopelessly reactionary without his ministrations."

"... the *mumbo-jumbo* of course requirements in education ..."

"... incredible repetition of trivia ..."

"The six weeks which the *moppets* might spend studying the school itself is an example of the curious *narcissism* in modern education."

"For the doctrine of neo-pedagogy on foreign language, here is the thinking of Professor W. H. Kilpatrick, *Grand Master of the Cult* ..."

"The allegation is the hallmark of the *New Ignorance*."

The author's capacity for satirical, gratuitous inventions and the keen desire to substitute insult for criticism are abundantly evidenced by dozens of statements such as the following:

"... 'leadership,' which is *trade jargon* for head-rubbing by professors and practitioners of the New Education ..."

"Every critic of any neo-pedagogical trend is an enemy of the schools."

"But it is not good faith which many Educationists lack; it is good personal education." (Says who?)

Whether done intentionally or carelessly, the author is not adverse to an occasional obvious untruth, such as the following:

"Educationists frequently announce that they 'welcome constructive criticism'; that is a routine remark for the rejection of any criticism."

"Illiteracy is no longer deplored in certain Educationist circles; it is condoned."

EDUCATION FOR THE FEW

In view of the type of curriculum praised so highly by Mr. Lynd, it is clear that he is not thinking of secondary education for all American youth but of the select few, along with Cardinal McIntyre and Msgr. Fulton Sheen, who believe that those who 'can't do the present high school curriculum in two years should be eliminated from school.'

To those who are curious to see McCarthyism ("the charge is more important than the evidence") applied to the area of education, this book is recommended as an outstanding example. If this volume is an illustration of the type of intellectual discipline that would result from Mr. Lynd's educational theory and experiences, it should be examined with great care—as a possible threat to clear thinking.

Very clever, very funny, very lacking in intellectual honesty and reliability.

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Cleveland, Ohio

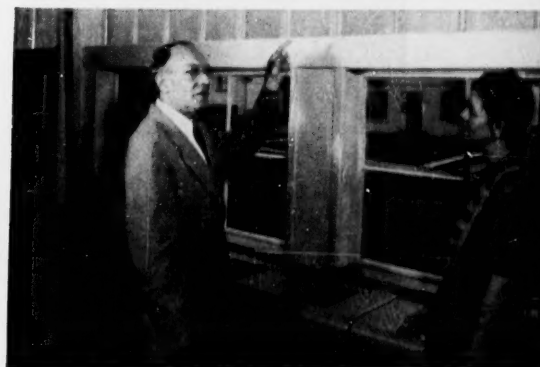
"Longmead School, like many of our elementary schools in the out-lying areas of Cleveland, was in urgent need of new classrooms last winter," says Mr. Smircina. "We had to have space for 200 children in a hurry . . . and we got it with our new multiple unit Butler addition! We signed the contract January 19. It was only forty-one days later that we moved into two of the new classrooms. The other four rooms were finished a short time later.

"We've relieved our overcrowded rooms," continues Mr. Smircina, "with a modern addition that gives us six classrooms which please both pupils and teachers . . . parents, too! The economy of Butler buildings also lightens the load on taxpayers."

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Britain's Radio Classroom Audience: 25,000 Schools

WAYNE MINEAU
London, England

Britain's educational radio

**broadcasting has taken a different
turn from that of the United States.**

**A central council of educators approves
each program designed for school use.**

**Coast-to-coast programs give uniformity
to education by radio in 25,000 schools.**

**Radio in the classroom is still
on the increase in Britain.**

OUTSTANDING among the brighter patches in Britain's post-war story of educational progress is the remarkable advance of educational radio programs. Although lessons-on-the-air have figured in British Broadcasting Corporation programs for 26 years, the centralized coast-to-coast system of radio teaching is currently enjoying the biggest boom in its history.

Each year now another 2000 schools install sets; 7000 "radio schools" have joined the nationwide classroom since 1949, and today the grand total of schools tuning in to education's most novel lesson aid exceeds 25,000.

Impressive enough are the statistics: More than 50 different teaching programs on the air every week; 2000 transmissions yearly, for 500 broad-

casting hours, including 70 hours in the Welsh language, 40 in French, and a dozen or two in German. Speakers and authors, drafted from every walk of professional life, range from topflight journalists and scriptwriters to leading scientists, philosophers, educators and (for dramatized teaching work) professional actors.

Of major significance is a constant drive by the B.B.C. to provide three things: (1) Classroom intimacy of atmosphere as valuable to primary teachers in remote village schools as it is to specialists in the big city grammar or high schools. (2) A range of instructional material and class discussion that the average teacher would find it difficult or impossible to obtain from other sources. (3) A special brand of stimulus for youngsters to "follow up" everything from history and nature study to philosophy and current affairs . . . a stimulus that supplements the resourceful teacher's enthusiasm and may boost the resourcefulness of the less imaginative.

Before I make any assessment of radio's curriculum value and problems, what, in fact, are the scope and contents of the system in Britain? First, it should be stressed that the varied pattern of broadcasts to 25,000 schools is no arbitrary operation imposed on teachers by B.B.C. producers in London's school radio headquarters. No program series can be broadcast until it has been specifically requested by the School Broadcasting Council, a

Having listened to "At the Smithy," a radio series for rural schools, these children went on a follow-up expedition, to see a blacksmith work.

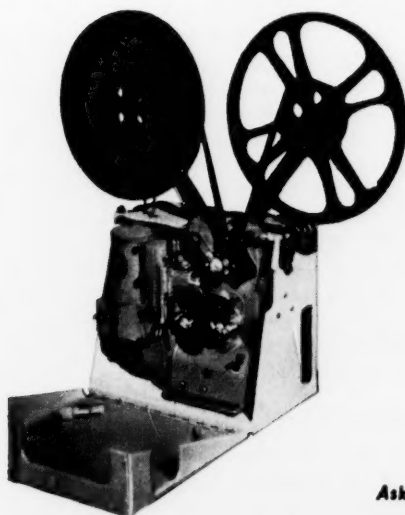
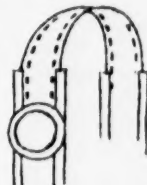




SAFETY FILM TRIPS "STOP" FILM DAMAGE — Safety film trips are Victor's mechanical policemen, always on guard to prevent film damage. In case of film emergency, the film trips instantly "STOP" projector.

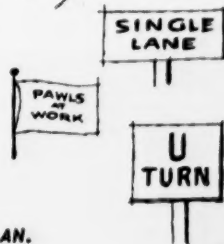


OFF / SET FILM LOOP SAVES WEAR — AND TEAR — Control by Victor's exclusive offset film loop prevents torn film and insures longer film life. The Victor drive sprocket is offset from film channel to provide natural side tensions to film, which keeps picture from weaving. Picture aligns itself properly in film channel without requiring excessive side tension. Thousands of film miles travel down Victor's SAFETY LANE.



Plus THIS VICTOR "SAFETY COMMITTEE" FOR PROTECTED FILM MILEAGE . . .

- Safety film path has undercut rollers and film channel to protect picture and sound area from scratches.
- Large single drive sprocket eases film stress and simplifies threading.
- Dual flexo-pawls with famous Victor cushioned action are self adjusting and prevent perforation damage.
- 180° swing-out lens facilitates threading and allows easy cleaning of film channel and pressure plate.
- Permanently aligned stationary sound drum contains heavy-duty long-life exciter lamp.



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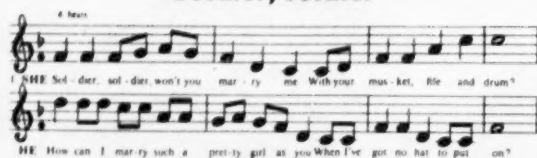
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CITY _____

ZONE _____

STATE _____

Soldier, soldier



- 4 Off to the tailor she did go etc
- 5 SHE Soldier, soldier, won't you marry me
With your mus-ket, file and drum?
- HE How can I marry such a pretty girl as you
When I've got no shoes to put on?
- 6 Off to the shoe-shop she did go etc
- 7 SHE Soldier, soldier, won't you marry me
With your mus-ket, file and drum?
- HE How can I marry such a pretty girl as you
With a wife and baby at home?



This song is printed in "Time and Tune" for autumn 1953. The B.B.C. pamphlet is a picture-book lesson aid tied up with radio programs.

body of educators independent of the B.B.C. This council is served by a small staff, seconded from the B.B.C., which furnishes it with information derived from continuous study of the listening end. The School Broadcasting Council, with its staff, forms the bridge between studio and classroom, year by year advising and consulting both teachers and scholars about their hopes, headaches, needs and complaints.

Improved ways of fulfilling or stimulating demand for new program ideas are constantly being tried out. Recent innovations include a special program, "For Country Schools," giving the homely touch to lessons for small rural schools. An extra French program for second-year high school students has also gone into the curriculum, and a new experiment for the 1954 spring term is a know-your-neighborhood series to help teachers wanting a local studies course.

At the youngest end of the scale, broadcasts for infants and juniors are chiefly musical. The self-explanatory "Travel Talks" (for ages 9 to 12) concentrated in the fall of 1953 on the Far East. A new series for the children over 16 is "The Spoken Word," an exploration into different ways of using English speech, from the smart slang of the Eighteenth Century to the Gettysburg Address and modern dialects.

Among dozens of program subjects, aside from languages, are: religion and philosophy; nature study; "Looking at Things" ("Have you a seeing eye?"); "The World at Work," and "Stories From World History." Short religious services are also broadcast.

B.B.C. pamphlets are read avidly by children of all ages. These picture-book lesson aids, tying up with each program, sell at the rate of 5,000,000 copies a year to the school children.

An important event is the weekly "Current Affairs" talk, a radio stimulant of much discussion among children who might normally devote scant attention to modern problems; it has ranged from the "newsy" current topic, such as Stalin's death or Tito's London visit, to perennial "current affairs," such as the world shortage of newsprint or the development of air transport.

What is the curriculum value?

Teachers, local education authorities, and the Ministry of Education agree that, as a classroom supplement, a source of inspiration, a spur to after-school effort, and an aid to injecting variety and color into curriculum subjects, school broadcasting has earned its keep.

Radio's capacity to furnish fascinating material unavailable to most teachers is unquestionably one of its first appeals. In Britain, as elsewhere, a shortage of highly qualified specialists means certain facets of a subject such as science, nature study or music can be radio taught with technics that no individual school could possibly afford. The contribution of radio to the teaching of languages is something special, for radio can give the student technics that no teacher, however specialized, could offer.

DRAMATIZED FRENCH

Take French. Thousands of language teachers are cashing in on such radio inspired devices as the imaginary conversations of a Parisian family at breakfast. Week after week, four French speaking actors can push home the obvious benefits of a dramatized program of this caliber, and, what is more, push it home simultaneously to an audience of hundreds of classes in schools all over the country.

Nature study is another productive field where teachers' own resources are often slender. Most popular of all

These girls at an English school are receiving a French lesson by radio.



FREE DEMONSTRATION of this Classroom Visual Aid



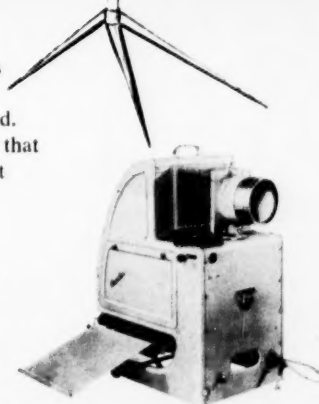
...HELPS SCHOOL BOARD SOLVE PROBLEMS!

Opaque Projection with the VU-LYTE is one of the best methods known to communicate ideas, get facts across so they're remembered. Every day, Educators find more proof that this classroom teaching tool is the most effective they have ever used!

- Audience participation is heightened
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with the Built-in
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Beseler VU-LYTE Representative demonstrates to School Board of Education of the East Meadow Public Schools, N. Y. Hundreds of School Boards use the Classroom VU-LYTE Opaque Projector at Public Meetings. Budget figures, architectural plans, School improvements are explained quicker, easier, better with the VU-LYTE.

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Please arrange for a Free Demonstration at my convenience.

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Another illustration, for "Mary Jane," from "Time and Tune."

broadcasts, the nature study programs have a listening audience of 12,000 schools. And for remote rural schools with small staffs and poor equipment, broadcast guidance has often been a godsend.

In general, teachers and administrators readily recognize that even forms of direct instruction by the B.B.C. are not to be rebuffed; for many schools there are distinct advantages (as with music and singing) in the London studio's "taking over" an entire class. But equally insistent are the leaders of radio education that most broadcast material must be used as a guide and aid, never as a substitute for direct personal teaching. Even with history, teachers affirm that broadcasts often bring alive—usually by skilled dramatization—a story of an era whose impact might otherwise

be lost. So radio tends to concentrate on bringing out the story value of history for juniors, emphasizing the historical significance of events as classes get older.

The absence of uniformity in thousands of different school curriculums means, of course, that radio cannot hope to provide history programs in a sequence that keeps pace with class progress; teachers, therefore, employ history broadcasting as an aid in selecting events which need highlighting.

To join the ever widening circle of "radio schools," what equipment does a school need, and how much will it cost?

Expenditure (met by the local education authority of the district) generally ranges from £50 to £250 (\$140 to \$700). School radio experts stress the need for aiming at good quality

equipment, since listening conditions in thousands of schools are extremely poor. Teaching by television will be yet more costly. Though pilot experimental programs have been tried out on "guinea pig" schools, the much debated step from "sound" lessons to "sight" lessons for all is yet to be taken.

As for the opinions of teachers and administrators, the spring term of 1953 produced some interesting reactions. Highlight of the session was a dramatized series for 14 year olds on "The American Scene." Eleven broadcasts created a canvas that sketched the weather (and battles against it) inside the U.S.A.; the westward movement; the American Negro; transport; Abraham Lincoln ("a radio portrait"); Andrew Carnegie and steel; Franklin D. Roosevelt; Washington, D.C.; the story of an immigrant family, and "Teen-Agers," a discussion about growing up in America between a boy-girl team from an English school on one side of the studio table and a pair from the American secondary school in Bushey, England, on the other.

About the effects of this series, one local officer says: "I want to say how pleased I am that several youngsters have read, or are reading, nonfiction books on America as a direct result of these broadcasts."

TEACHERS' VIEWS

Comments from two class teachers on the program about Mr. Roosevelt were equally interesting. One declared that, although Mr. Roosevelt died only a few years ago "and is a recent figure in adult minds, there were many children who, though they knew his name, were unaware of his actions or place in modern history; this excellent broadcast recreated his personality in such a way that he became a living figure." Another teacher complained that it was an unsuccessful program, listing among other points his objection that "the depression and the New Deal have no significance for boys of 14 who have grown up during and since the war—even the war itself for them is vague."

Less profound and less prosy, but not less solemnly heartfelt, was the tribute to school broadcasts paid by a 9 year old called on for his opinion of a dramatized program. "I thought," he said, "that the man who played the part of the dog was very, very sincere." Britain's B.B.C. is proudly holding on to that one.



The Choice of More and More Schools . . . Because QUALITY Pays Off in ECONOMY!

For the economy that only highest quality can deliver . . . it's McArthur Super-Gym and Super-Turk School Towels. Thirsty, large (20" x 40" shrunk size) towels made better to provide from 350 to 500 launderings. Plus this, the economical McArthur School Towel Plan and free towel repair service give you extra dividends. Write today for information.

NEW!

THE SNOOZER MAT

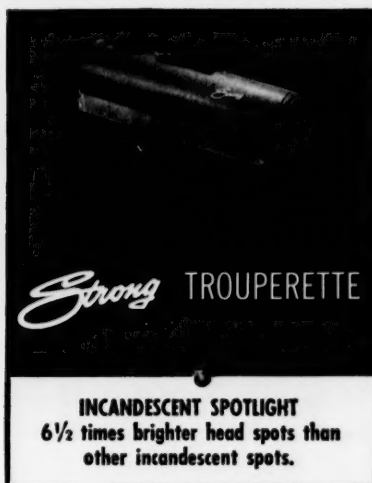
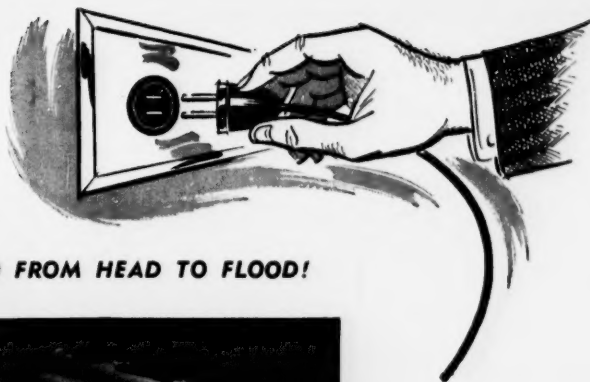
Attractive, colorful, washable mats for kindergarteners resting period. Long-lasting, soft but strong. Write for complete information.

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FREE YOUR VISUAL TRAINING PROGRAM FROM THESE LIMITATIONS

Gone are the days when you must confine slide projection to dark rooms. You can now project brilliant pictures of up to theatre size even in difficult to darken classrooms and auditoriums of any size with the

Strong UNIVERSAL
High Intensity A.C.

ARC SLIDE PROJECTOR

Especially useful where it is desirable to maintain daylight or artificial illumination for taking lecture notes, or where it is impractical or uneconomical to provide curtains or shades.

Readily portable from room to room. Entirely safe in the hands of a layman, it is easier to operate than the average 16 mm projector. Plugs into any 110-volt A.C. outlet. The motor-driven arc operates continuously for 80 minutes without retrimming. The model 44,000 projects 3¼"x4" slides, and with adaptations, 2"x2" slides. Comes complete with slide carrier, power transformer and arc lamphouse.



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Trouper; () Trouperette; () Universal Projector.

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THE SCHOOL LUNCH

Conducted by Mary deGarmo Bryan

In Louisiana 65,-
950,259 lunches
are served annually
to school children.



School lunches pay dividends— better health, better nutrition, better citizens

EVELYN L. TERRELL

State Supervisor, School Lunch Section
Louisiana State Department of Education



SEVENTY-FIVE per cent of all the school children in Louisiana participate in the school lunch program every day. This is an unprecedented average for the state, as well as the highest in the nation.

The Type A lunch is served to 395,884 children daily, compared to only 135,000 in 1947. Nine-tenths of the school lunches served in Louisiana now include a daily half-pint of milk, an increase of 519 per cent over the amount of milk served in 1947.

The 65,950,259 lunches served annually are paying dividends in terms of better health, better nutrition, and better citizens. In the schools, lunch time is a social time and a real part

Left, above: Future Louisiana farmers grow vegetables in school gardens, providing fresh produce that is used in lunches for school children. These vegetables supplement U.S.D.A. foods. During the last five years 2473 carloads of surplus commodities valued at \$17,755,413.62 were distributed to Louisiana schools. Left: Agricultural (and home economics) students learn about butchering while providing meat for the school lunches.



*Union League Club
Chicago, Ill.*

Superb!

Worthy of such accolade from the most exacting gourmet is this truly royal buffet. This type of service becomes more popular every year—a popularity truly merited. The unequalled variety of Sexton canned sea food has earned for it widespread acceptance as worthy of the finest service, of this or any other type. In Sexton's Indianapolis Kitchens, the Sexton Chef creates many dishes that, served warm, add much to buffet service. Ask your Sexton man about these.

JOHN SEXTON & CO., CHICAGO, 1954

of the child's school day. Learning to know and like a wide variety of foods is as much a part of his education as reading, writing and arithmetic.

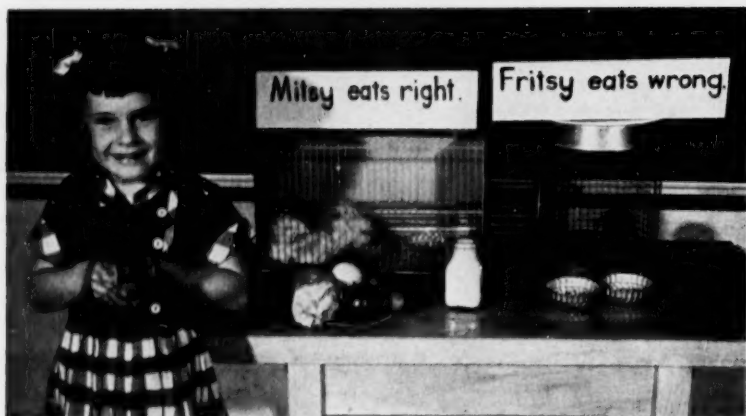
The school lunch is being used as a laboratory for teaching nutrition, social behavior and citizenship, as illustrated by the photographs. These have been selected to show how, in

many schools, lunch experiences are being correlated both at various grade levels and in subject areas.

"This educational activity must reflect the coordinated efforts of the school and the community," said our state superintendent of education, Shelby M. Jackson, "to function satisfactorily in the lives of school children."

His statement appears in the foreword of a guide just published for school administrators and school lunch personnel: "School Lunch Program—Policies of Operation, 1953-54."

This bulletin suggests ways in which the administrator can initiate and encourage development of school lunch programs. It also includes copies of

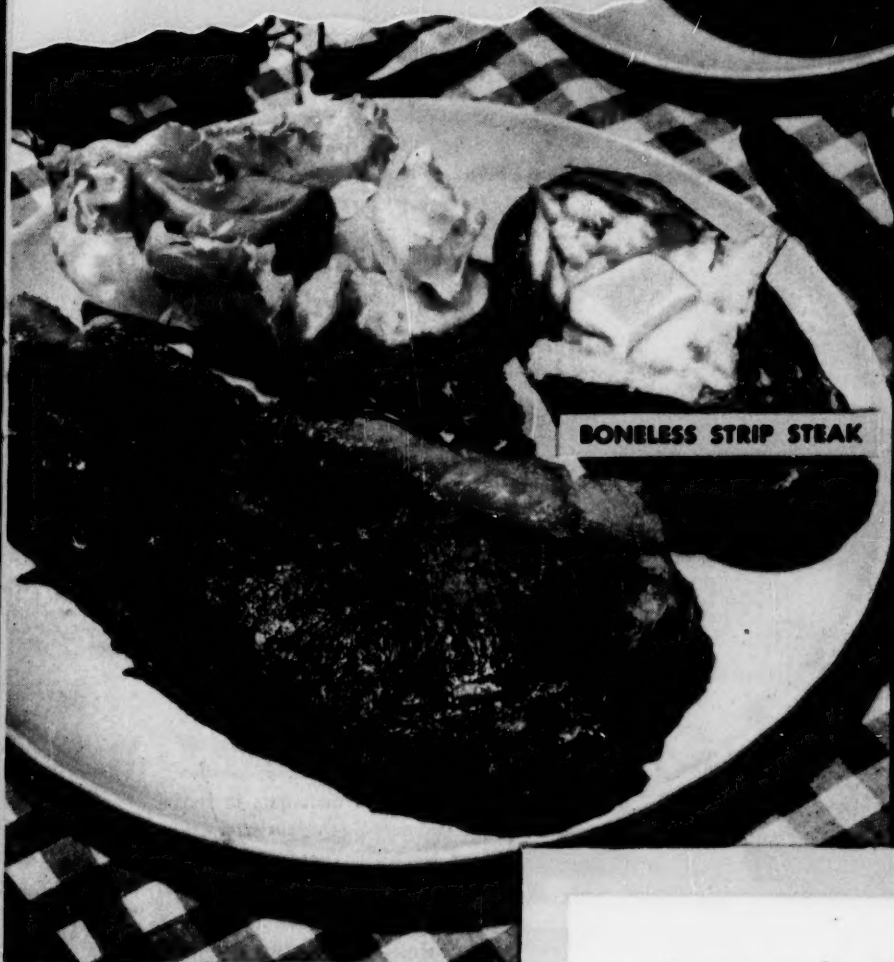


Left, top: School-community food preservation centers are used as classroom laboratories. The food is preserved for school lunches. Left, center: Learning is fun and food habits improve when children see the results of a good diet. This photograph shows a classroom project in nutrition. Left, bottom of page: Shopping at the school "supermarket" gives children real life experiences—buying wisely, learning the value of money, and using arithmetic. Below: School children establish the habit of cleanliness before eating. The handwashing trough which is shown here can be made by a school at a nominal cost.



BUY OF THE MONTH

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BONELESS STRIP STEAK



SHORT LOIN



BONELESS STRIP LOIN

Free Booklet



"Buying Beef for the Eating-Out Business"

Here's a free 16-page full-color booklet that takes the guesswork out of meat buying—tells you all you need to know about *grading*! Shows you how to buy sensibly, profitably. Get your *free* copy today—by writing to the address below.

Armour short loins assure your reputation for tender, juicy steaks!

You know, of course, that the Short Loin is the "heart" of the steer—source of all the fine steaks your customers demand. (The ever-popular Strip Steak shown above is just *one* example.) But did you also know that Armour offers you a *choice* of ways to order this delicious cut? Yes, you can buy the complete Short Loin (primal cut); or choose from the Bone-In Strip Loin or Boneless Strip Loin (fabricated cuts).

Each of these meats is available in the following grades: Armour Star DeLuxe, Armour Star, and Armour Quality, or comparable government grades. Whichever you choose, remember that Armour's international reputation for *quality* is your assurance of guaranteed satisfaction *every time*!

ARMOUR



AND COMPANY

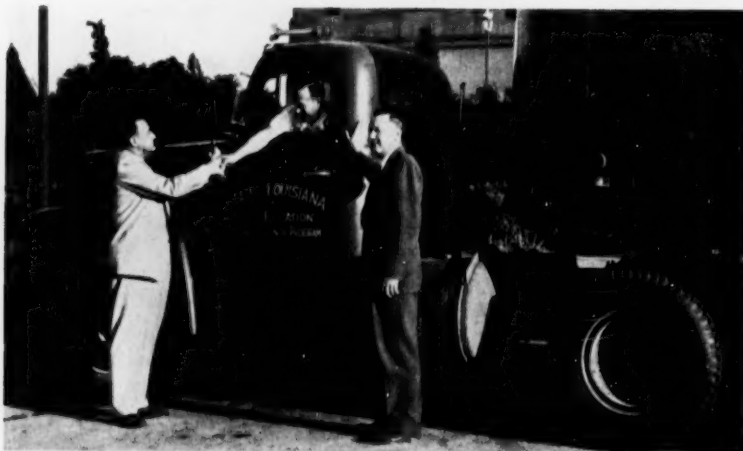
Hotel and Institutions Department • General Offices • Chicago 9, Illinois



The responsibility of being host or hostess to younger school children helps older boys and girls gain an immeasurable amount of poise and confidence. The younger boys and girls benefit, too, for they learn how to behave in a socially acceptable manner.



To provide maximum health benefits for school children, the Louisiana State Department of Education conducts in-service training programs for school lunch personnel. Seventy-five per cent of the school lunch managers in the state participated in a series of workshops conducted during the summer and early fall.



The state department of education operates a statewide warehouse and delivery system for distribution of Department of Agriculture commodities to school lunch programs.

various record and report forms and instructions for using them and tells how school lunch funds may be spent.

Training of school lunch personnel is an important part of the state program. During the summer and early fall of 1953 a series of workshops was

held. Labor, time and money saving technics were emphasized so that the managers could learn how to provide nutritious meals at minimum cost for a maximum number of children.

Another service is the statewide warehouse and delivery system, op-

erated by the state department since 1948.

* * *

Pictures accompanying this article were taken by Gladys McCartney, area supervisor, school lunch section, state department of education.



These could be your school records!

More than 8 school fires every day in the year, mean that schools lead the institutional field, which is noted for appalling fire losses. Think of the disastrous consequences of loss of important school records . . . curriculum thrown into chaos . . . student progress retarded. In many cases schools are actually forced to close their doors!

How safe are your school records? Ordinary metal files can't protect them, because metal transmits heat, quickly charring paper to ashes. You can't

rely on your vault because about one-half of all school fires occur during school hours when important records are in use.

Only *certified* insulated equipment can protect your school records from loss by fire. Why not make sure at once that you have adequate and economical protection for these public records entrusted to your care? The next fire could be yours! Remington Rand Insulated equipment offers some 200 models of Safe-Files and Safe-Cabinets to choose from.

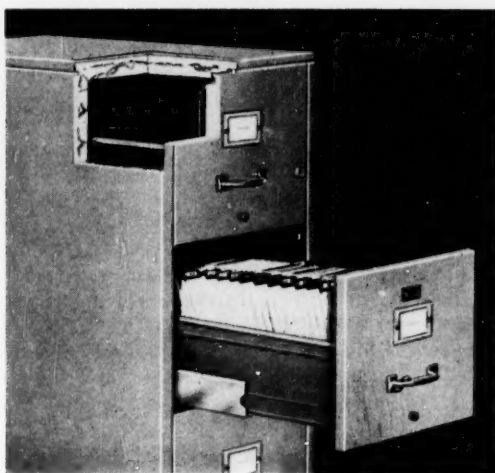
For more information stop in at your nearest Remington Rand Business Equipment Center or write to the Management Controls Reference Library, Room 1671, 315 Fourth Ave., N. Y. 10.

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THE INSULATION THAT DEFIES FIRE

Underneath the attractive Gray-Rite exterior of the Safe-File is a one-piece monolith of highly resistant insulating material. This scientific construction enables certification that the Safe-File will protect paper contents for one hour from raging fire reaching 1700° F.

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MAINTENANCE AND OPERATION

Planning for

Economical Maintenance *of both new and old buildings*

WHEN Gertrude Stein wrote "a rose is a rose . . ." she was indulging in the same kind of double-talk that planners of school buildings sometimes employ. Speakers at the A.S.B.O. convention* who explored the whole field of schoolhouse planning tripped over the question of definitions, but not too seriously.

One group of speakers was assigned the topic, "Planning Functional School Buildings."

Paraphrasing Gertrude Stein, they seemed to say: A functional school building is a *functional* school building.

Perhaps the safest course is to detour around these definitions of function and get at some of the practical proposals.

TIME-AND-SPACE CONCEPT

A time-and-space concept was proposed by F. J. McCormick, professor of education at Teachers College, Columbia University, when he said that "planning a truly functional school building involves not only planning in terms of today's educational and community needs but also in terms of the needs that may develop during the useful life of the buildings. Assuming a 50 to 60 year useful life, a truly functional building would be one planned in terms of the next 25 to 30 years."

Dr. McCormick listed six emerging patterns which are most likely to influence the schools of tomorrow:

1. Larger classrooms at both the elementary and secondary levels and fewer interchangeable classrooms in the secondary schools.

*Annual meeting of the Association of School Business Officials of the United States and Canada in Cleveland October 11 to 15. This report on the convention is continued from last month.

2. School buildings that are headquarters for extensive programs of community improvement, especially in such areas as health, welfare and recreation.

3. Expansion of the school program, both downward and upward, from child-care centers and nursery schools to educational and recreational programs for adults.

4. A longer school day and a longer school year. In some communities the school buildings are used by children, youths and adults from early morning until late evening, and even on week ends, for the entire 12 months.

5. Recognition of the work-experience program as an important part of the secondary school curriculum.

6. More attention to the development of students as effective citizens, through practical experiences in the community and laboratory experiences in the schools.

But we're not going to get better school buildings unless we really take the time to plan them, warned the New York speaker. Two other fundamentals, he said, are: (1) Involve a large number of people in the planning process, and (2) base all school-plant projects on a long-range program; avoid those based on expediency and local sectional pressure.

GUIDES TO ECONOMY

He then suggested 10 simple guides to economy that can be succinctly listed:

1. Large school sites will be cheaper in the long run.

2. Cut down on cubage: Reduce ceiling heights and corridor width to minimum allowable.

3. Plan compact buildings: Shorten the perimeter, then cut down on corners and wall breaks.

4. Plan for maximum and multiple use of all spaces. This means smaller auditoriums and multiple use of libraries, science rooms, and cafeterias.

5. Cut out the gingerbread. Do away with Gothic sauce and Colonial frosting. Cut down on stone and marble trim, false fronts, large chimneys, clock towers, and belfries.

6. Use a simple, repetitive structural design.

7. Reduce the cutting and waste of materials on the job.

8. Make materials do double duty. For instance, let the roof be the ceiling; there's no law against exposing the structural elements.

9. Don't overdesign the mechanical equipment.

10. Do not cheapen the materials.

STEPS IN PLANNING

Although Professor McCormick was talking to the group presumably representing cities of 30,000 to 100,000 population, his advice on school building construction was just as applicable to larger and smaller districts, as was also the talk by George P. Hankinson at the program for smaller cities and towns.

Mr. Hankinson, who is secretary for the board of education, Fair Lawn, N.J., took his audience through eight customary steps in the planning and construction of a school building. He described these processes as they were practiced in the construction of a junior high school in his own city. He probably will be quoted enthusiastically by the school supply people in his audience for his parting comment: "A school building cannot function as it should without proper furniture, equipment and supplies."

For business officials from cities with a population of more than 100,

CARING FOR WAXED FLOORS IS...



*A cinch
with Sanax*

It waxes as it cleans!

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IN ALL
PRINCIPAL
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000, the speaker on the topic of functional school buildings was Lawrence (Larry) B. Perkins of the architectural firm of Perkins and Will. Mr. Perkins' emphasis was upon making the schools livable and cheerful.

A pleasant school environment for the child can be created, he said, both through the use of the right kinds of materials and through an appropriate architectural design.

"Keep windows low enough," he said, "to let people see the earth. And no grim materials, please."

PRACTICAL SUGGESTIONS

The next topic, "Constructing School Buildings of Materials That Will Minimize Future Maintenance," brought a volume of practical suggestions.

"Only specific instances, some fresh from past sad experience, will be covered," promised A. W. Eckert, business manager of the public schools at Lubbock, Tex., in addressing the small-cities-and-towns group. But Mr. Eckert had prefaced this statement with truisms well worth repeating: (1) Many maintenance problems are inherent in building construction, and (2) the planners of any new building should benefit from the experience of maintenance personnel.

And now for some of those sad and not so sad experiences.

"Accidents on various types of tile floors have taught us that a happier, less dangerous compromise is obtained by using a cement-finish floor, adding an abrasive aggregate on the surface," said Mr. Eckert. "And if you want coloring on your floors, *don't* get it by the application of paint, because any initial savings will soon disappear."

For most uses, the development of floor coverings, including tile, has shown considerable improvement in recent years. The speaker also put in a good word for hardwood floors, saying that if properly maintained they offered the most economy in maintenance.

Fingerprints on walls near classroom doors are quite inexcusable when a width of tile would prevent all this. Painted baseboards are not to be defended either, when glazed or ceramic tile does not require painting and does not accumulate so much dirt and stain.

Whenever possible surfaces that don't require painting, such as aluminum window sash, should be employed. When painting is required, paints that have the qualities of scrubability and

low sheen should be selected, Mr. Eckert warned.

In the selection of mechanical equipment, a most important factor is whether factory trained representatives are available on short notice. They can advise owners on needed repairs and can place the equipment in operation quickly in emergencies.

Recognizing that the topic for this section could well result in a paper taking up the whole afternoon and running into the evening, Ernest O. Fox, director of the division of buildings and grounds for Detroit's public schools, limited his discussion to a few "bugs" still remaining: first, those resulting directly from architectural design and, second, those resulting from lax supervision or faulty material and workmanship.

Mistakes still are being made, he said, in the way a building is oriented on its site. Entrances, sidewalks and parking places often are not planned or located for a free and safe flow of traffic.

TOO LOW ROOFS

Quite unwittingly, said Mr. Fox, we have sometimes built roofs so low that they become "an auxiliary playground" for the adventure-seeking youngster. The speaker made it clear that playing on a roof is not to be recommended, either for children or for the roof.

The larger the window the larger the break and the larger the replacement cost.

Another source of grief for the maintenance man is certain types of partitions and screen walls. If movable doors are hung from the ceiling rather than guided by tracks on floor levels, the tracks are less likely to get plugged or corroded.

Breakage, causing both expense and danger, often occurs when excessive glass areas are used in entrance or other doors.

Mr. Fox then enumerated a number of items that cause excessive maintenance costs because of faulty construction or materials. For instance, those acoustic tiles have a habit of working loose and falling because they were not properly installed. Replacement becomes exceedingly expensive when scaffolding has to be built to reach the high ceilings of auditoriums or gymnasiums.

Wood floors can be serviceable, but they can cause considerable trouble if the blocks are not properly bonded. Since changes in humidity may cause

the floors to buckle, sufficient expansion media around the perimeter of the room should be allowed along with suitable shoe mountings to allow expansion and contraction of the floor itself.

Handrails should be anchored at both ends and should be of sufficient length and strength to secure the rail absolutely.

Sources of grief on the exterior of the building include the brick walls, mortar joints, roofs, sumps, flashings and parapet walls.

If the bricks are poorly bedded, water will work in, freeze and dislodge the mortar joints. The same is true with flashings on the roof, valleys and gutters. In any case, the result can be damage to interiors because of wall leakage.

"I believe lists should be set up and each item checked off before any approval of plans is given," concluded Mr. Fox. "Insist on adequate supervision of instruction."

Another speech that would make a practical manual on the subject of school building materials and maintenance was presented by Norman J. Aaron, assistant superintendent of schools for Fulton County, Georgia. Mr. Aaron urged that the silhouette of the school building be as simple as possible, with clean, straight lines of design.

NO GINGERBREAD

"Gingerbread is a thing of the past. We no longer use masses of limestone or marble, nor do we permit parapet walls on our school buildings. We are constructing buildings out of steel and concrete just as economically as we could out of wood, and clearly the upkeep is much less.

"Outside doors are metal or metal covered, and door frames throughout the building are of metal. This type of permanent construction costs no more than would materials which would and do cost us much more to maintain.

Mr. Aaron thinks that considerable money can be saved by the use of common clay brick for the facing of an exterior.

"Some say that face brick is artistically more attractive. Perhaps so, but common brick will last just as long as and longer than some fancy face brick and certainly will not cost any more to maintain through the years.

"In our old buildings with plaster, we are spending a considerable amount

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FOR CLASSROOMS that are beautiful as well as functional, the Consolidated Junior High School in Gardner, Massachusetts, has chosen Heywood-Wakefield Tubular Steel School Furniture. Blending perfectly with the modern decor, this versatile furniture adapts itself readily to the varied classroom projects and conditions.

The Consolidated School was planned and built under the supervision of Superintendent of Schools Frank C. Chace and the Gardner School Board. Installation of Heywood-Wakefield furniture was arranged by Gledhill Brothers, Distributors, Boston. For further information about Heywood-Wakefield Tubular Steel School Furniture, write for your copy of the fully illustrated catalogue. Heywood-Wakefield—School Furniture Division—Menominee, Michigan—Gardner, Massachusetts.

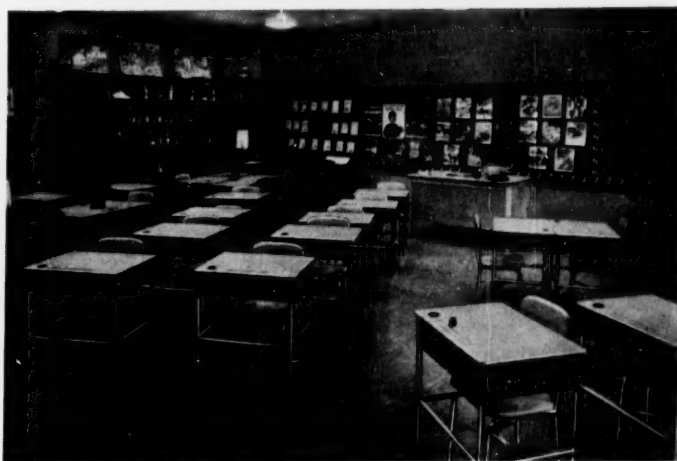
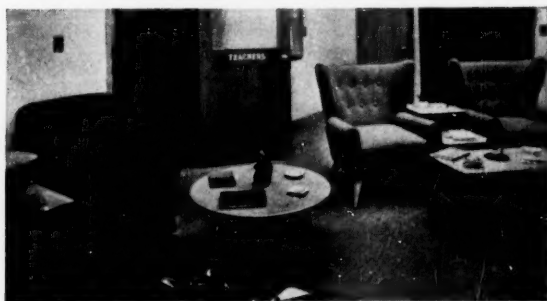


Table Desks are style S 1039 OF with All Purpose Chairs, S 915. For added beauty and durability, all tubular steel parts have extra heavy chrome plate.



One of the attractive Teachers' Lounges furnished with Heywood-Wakefield Modern. Heywood's extensive line of household furniture offers home comfort and styling for such specialized rooms.

of money every year for patching and replacing. So now we no longer use plaster in our buildings. With the proper type of concrete unit, laid by experienced and cooperative masons, the wall pattern can be most attractive.

"Limit the number of sizes to be used in various items of construction, such as the sash or metal door frames. Usually two or three different sizes are adequate. This standardization helps in the long years of maintenance.

"We do not subscribe to the use of one architectural firm for all our work," explained the Fulton County adminis-

trator. With only one firm, the important factor which has made the United States great — competition — is eliminated.

"Neither do we believe it necessary for the architect to spend several months studying our school problems. As school people, we should study the problems and present our findings and our desires to the architect. It is then his duty to design a structure which is economical and pleasing in appearance and one which will deliver—as far as the educational need is concerned."

Two speakers were assigned a closely related topic, "Efficient Programming of Maintenance Work."

James F. Rochester, secretary for the board of education at Roselle Park, N.J., said "Amen" to the emphasis by earlier speakers upon the importance of selecting construction materials that require the least maintenance.

Definite cycles should be set up in programming the maintenance of recurring items, such as painting, sealing floors, replacing boilers, and so forth. To these recurring items should be added the long-range problems, such as renovation of lighting, floors and toilets.

"Perhaps one of the greatest aids I have in planning maintenance work," said Mr. Rochester, "is a monthly report which is filed by the principals of each building. This report covers all areas of the building and the condition of these areas. By use of this information, we are able to keep at a minimum the small repair jobs which antagonize the principal and teachers, and at the same time we are able to list for future budgets any large items requiring attention."

DEFINITE PROGRAM NEEDED

Agreeing with Mr. Rochester that there must be a definite program of maintenance, Ronald Brown, president of the Cleveland Heights Board of Education, emphasized the importance of a schedule of regular inspection for all buildings, from roof to basement. He described how, in this nationally known suburb of Cleveland, the help of competent laymen has been enlisted in an inspection program for the schools. He suggested that in many communities there are engineers, maintenance men, and others among the parents and taxpayers who are fully qualified to assist in an inspection program of the schools. In addition to the technical assistance thus provided, the citizens become better acquainted with the needs of the school system and less critical of its costs.

In each of the three section meetings dealing with planning, maintenance and operation of the school plant, one speaker discussed the advantages of a work manual.

For the big cities, the spokesman was H. D. Booker, supervisor for custodial services for the public schools of Richmond, Va. Mr. Booker took care of definitions nicely by describing a work manual as "a handbook for the custodian so that he will have ready infor-

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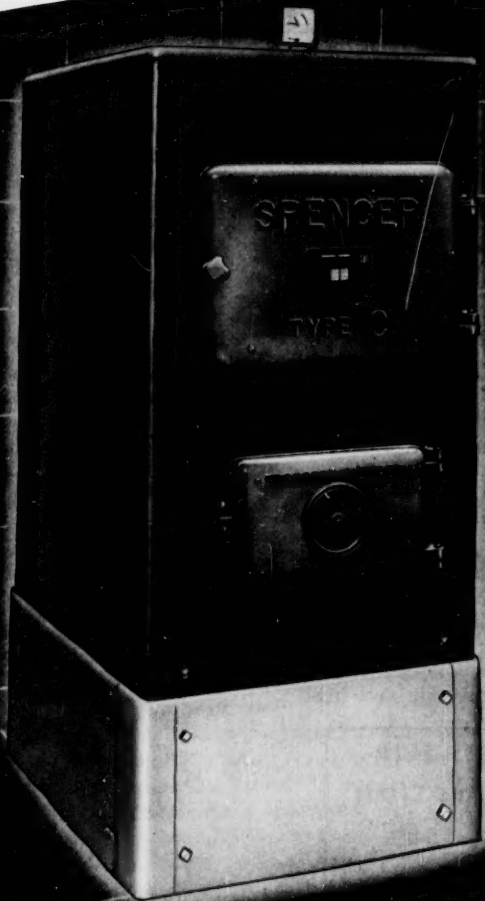
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mation on various problems that may arise in his building at any time."

"Plant operation" he defined as "the actual use of mechanical installations, as well as good housekeeping."

The content of the work manual should include simple explanations of the conditions of employment for the custodian. These would include not only working hours, sick leave, vacation, retirement and various rules and regulations but also some discussion of his chances of promotion and prospects for increased compensation. The manual would make clear to the em-

ployee what is expected of him both in the work he is to accomplish and in the care he is to give the equipment he uses.

Spokesman for the middle-size district was Paul V. Moody, secretary-business manager for the board of education of East Orange, N.J. He placed upon the administrator the responsibility for developing a manual but said the total staff should help in the planning.

Danger that the handbook will become out of date or inflexible should be prevented by providing for loose-

leaf or pamphlet-form additions and also for periodical evaluations.

In his arguments for the manual, Mr. Moody pointed out that an officially adopted, well prepared manual will eliminate "buck passing, will lift morale of employees," and will become a means of in-service training as well as of greater efficiency. He also suggested that the handbook should use pertinent information from sources outside the local community.

But, he said, the manual will not do everything. There is the human element that must go with it, including such practices as (1) a genuine concern for the personal welfare of employees; (2) planned ways of financial assistance, such as home loans; (3) visitation of employees when ill, and (4) honors and recognition to members about to retire.

APPROVAL NEEDED

"Don't wait until a man is dead to admit that he was a good man," counseled the business manager from East Orange. "The employee has a right to be told about the quality or quantity of his work. Unless we give wholehearted approval to those people who do show some initiative, there will be no initiative demonstrated."

While agreeing with this emphasis upon the importance of a work manual, the speaker for a third section meeting also warned against assuming that the work ends with the production of the publication.

Said J. M. Crone, superintendent of buildings and grounds for the public schools of Ithaca, N.Y.: "Not all the manuals now being used are working to the advantage of the school system. Some of them are so poorly written that they defeat their purpose. The custodian will not read them."

Neither is it enough, he said, to tell an employee what to do. He must know why. "If his job is to fire a furnace or sweep a hall, he must be told what his firing of the furnace is supposed to do, and what results his sweeping the hall should attain."

There is danger, too, that the manual may attempt to set up in too much detail the exact separation of duties. The decision of fine points of work schedule can well be delegated to a head custodian, thus avoiding the alibi of an employee who would quote the manual to prove "my work ends here."

In substance, Mr. Crone counseled that a work manual is well worth doing only if it is done well.—A. H. R.

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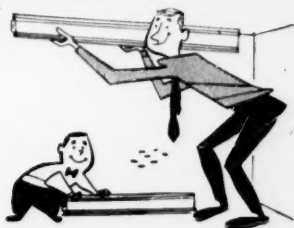


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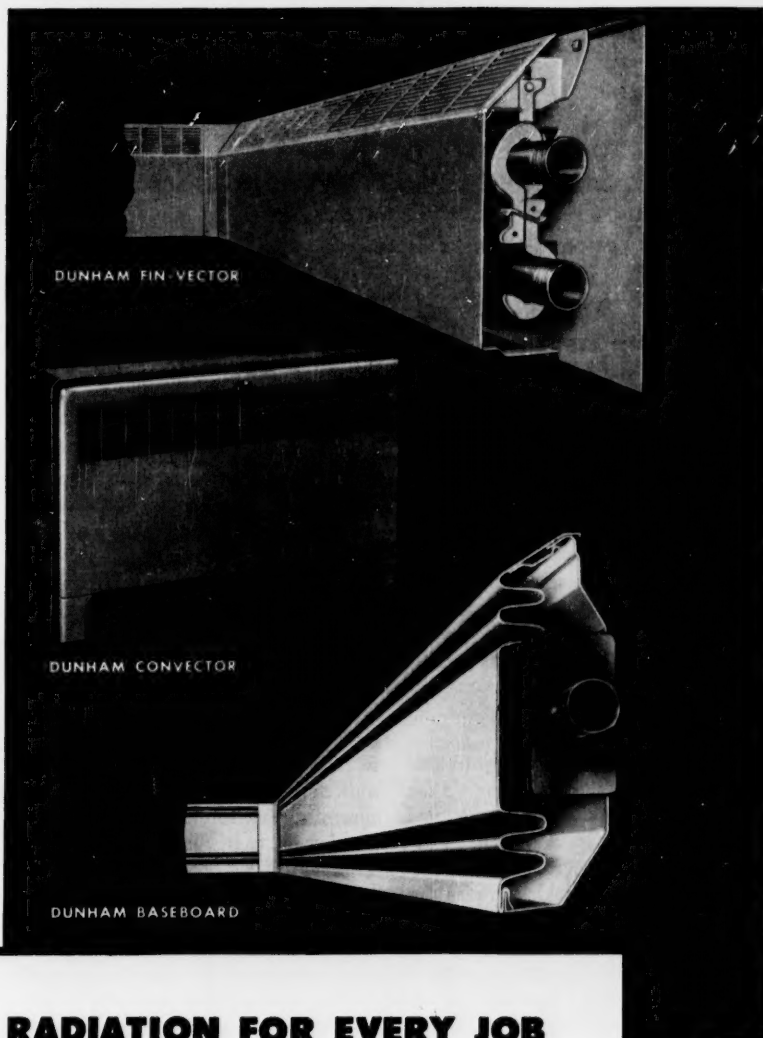
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Clearing up confusion

► Although vocational education is more than 35 years old (the formal federal-state partnership, that is), labor leaders are still a bit uncertain concerning its aims and operation. What is preemployment training? What is part-time cooperative (day-time) training? Why doesn't the federal government do something about the shortage of apprentices? Confusion on such questions may have been partly responsible for the strong criticism of vocational education voiced at the 1953 A.F.L. convention in St. Louis.

The Office of Education has decided to do something about clearing up the confusion. Its division of vocational education prepared a document to define and clarify the four basic vocational programs, provided copies for all state A.F.L. officials, sent copies also to state directors of vocational education. With the copies came a gentle nudge: Get together, gentlemen; start talking the same language.

The document (mimeographed) is as clear and simple as government protocol would allow, and it may raise as many questions in the minds of labor leaders as it seeks to answer. But that would become part of the educational effort the Office of Education hopes will develop. And it's better for labor to ask questions than to pass resolutions in criticism.

No task for education

► The Hoover Commission to streamline the executive branch (and save money) is at it again. For the second time in half a decade Hoover task forces are at work on problems of federal budgeting, civil personnel, medical services, surplus property, water and power resources, the rôle of lending agencies and consolidation of independent agencies.

All these—but no task force on education. It is surmised that Mr. Hoover concluded the Eisenhower administra-

tion will spend so little on education that a task force to seek economies in this field simply isn't needed.

Much ado about resources

► President Eisenhower made a quick visit to the Mid-Century Conference on Resources for the Future and told the 1500 delegates not to "let any pressure groups lead us in erroneous directions."

The words may have stung. The conference itself has been described by observers as a lobby. Or, perhaps more accurately, as two lobby groups. Lobby Group One represented at the conference demanded that our natural resources be kept under strict public control so that future generations may also benefit from them. Lobby Group Two said: Let's open up, use our resources to gain a higher standard of living and as an investment to promote science and research. And science, said Lobby Group Two, can create new power, new materials, and new wealth far beyond the resources kept under lock by government regulations.

In short, for three days the traditional conservationists squared off against those who want the government to ease up on the restrictions controlling the exploitation of land, water and minerals. The conference was advertised as one at which no resolutions would be passed. It was a wise precaution. It is doubtful whether the delegates could have agreed on any point of major importance.

Arguments on segregation

► In June 1953 the United States Supreme Court asked five questions about public school segregation.

In December—during three historic days—lawyers on the opposite sides of the issue gave their replies.

And it may be June 1954 before the court gives its verdict.

Trimmed of their legalisms, the questions the court wanted answered were simple: Did Congress intend to

abolish segregation in the public schools when it adopted the Fourteenth Amendment? Do the courts have the power to end segregation? If so, how should that be done?

Counsel for South Carolina, Virginia, District of Columbia, Kansas and Delaware gave the expected replies. Congress did *not* intend the Fourteenth Amendment to abolish dual school systems; the courts do *not* have the power to end segregation, and the only way to abolish it is to let the people do it through their local organs of government.

Negro lawyers for the parents suing the school officials in these five states were as certain that the Congress of 1866 *did* intend to end segregation; that the courts *do* have the power to abolish it, and that the way to do it is through a Supreme Court order now.

The Negro parties involved had powerful support—the federal government itself. In a brief filed by the attorney general, the government argued that the court had power to end segregation but that the methods for doing so should be left to the lower courts.

In fact, the method for bringing about amalgamation of the races interested the justices very much. It is on this point that the District of Columbia took on the rôle of "nonadversary" and made some practical proposals.

Should the court decree separate school systems unconstitutional, said the District of Columbia, 18 (southern) states would be obliged to make revolutionary changes in what has been described as a way of life. The practical impossibility of framing decrees to bring about such changes in so many places at once is apparent.

The forum to prepare for the transformation, the District of Columbia continued, is in the district court in each jurisdiction. "Here are the available facilities and rules . . . for working out the intimate details . . . in such a major and sensitive area." But such



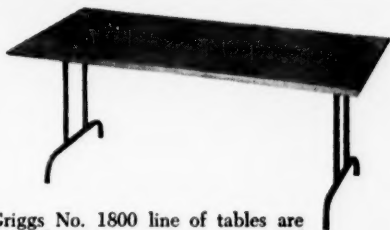
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preparations should not be permitted to drag. The lower courts should be instructed to begin their integration "at the earliest possible date" and to accomplish it "by a definite future date."

It should be remembered that the District of Columbia officially opposes ending segregation. But in its brief it accepted integration as almost a certainty and seemed to say: Let's get on with it. This same attitude was expressed by Supt. Hobart Corning. If the court orders us to end segregation, he said last month, we'll do it quickly

and all at once, rather than amalgamate one grade a year, as some suggest.

But the Supreme Court may recognize that Virginia, South Carolina and the other 15 southern jurisdictions are not as ready for the move as is the nation's capital. If so, the court will have to find another device to postpone a flat ruling. The most obvious one is to decree that the courts have no power to bring about such revolutionary changes as would be caused by ending segregation and that this question must be decided by Congress or by the state legislatures.

Best seller

► Among the best sellers at the Government Printing Office is a government document that isn't a government document at all. It is entitled "Permit Communist-Conspirators to Be Teachers?" It was issued as House Document No. 213. But it was written by Hamilton A. Long, a lawyer in private practice described by Rep. Fred Busbey (R-Ill.) as an "uncompromising fighter against the Communist conspiracy."

It was Rep. Busbey who recognized the worth of the Long manuscript and who published it in the "Congressional Record." But as more and more people wanted copies, the House authorized the printing of 25,000. The booklet is selling briskly at 20 cents a copy.

The first two pages of the document are given over to "10 points about Communists as teachers." These state, among others, that the Communist party of the United States is a tool of the Kremlin; that its aim is to overthrow the American government by force; that every Communist is pledged to treason; that there are no innocents in the conspiracy because each party member is schooled in treasonable activities; that each teacher who joins the conspiracy is personally guilty of treason.

Then follow 40 pages of excerpts from Communist party organs to substantiate Mr. Long's 10 points.

School administrators must believe the substantiation is thorough because they are buying copies for their faculty libraries, and at least one large city school system is placing a copy in the hands of each of its teachers.

New slants on delinquency

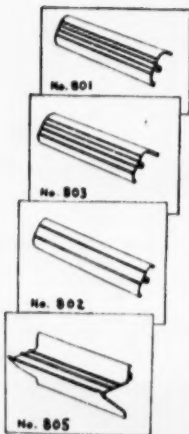
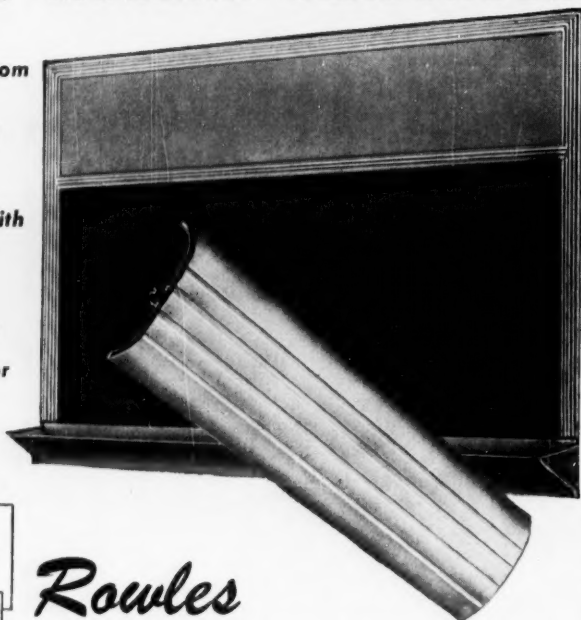
► The investigations of Sen. Robert C. Hendrickson (R-N.J.) into juvenile delinquency are focusing attention on a problem that should probably be under review every five years.

A few years ago the hot rod would not have been considered a medium for reducing juvenile delinquency. Today, some experts believe it is and suggest that municipalities set aside "drag strips" where teen-agers can stage supervised hot-rod competitions. Because this suggestion was made at the forum provided by Senator Hendrickson it is being tested in scores of communities.

And the hearings served to scout some of the usual remedies proposed for curbing juvenile delinquency, such

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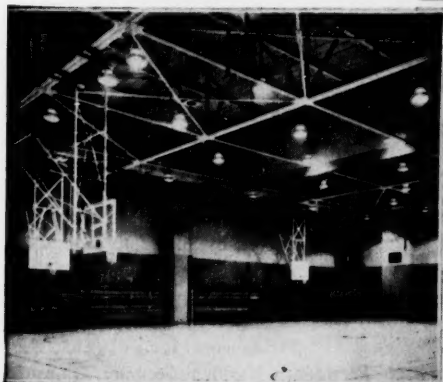
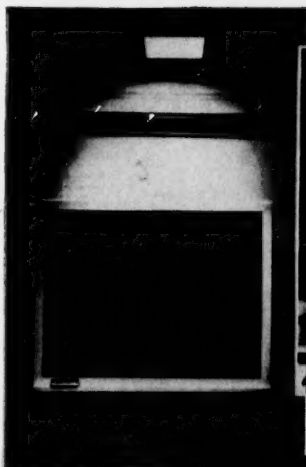
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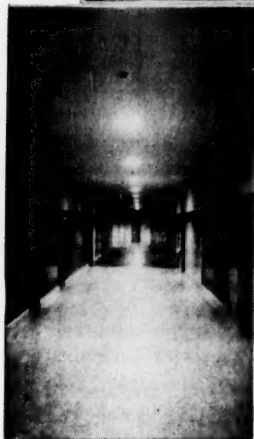
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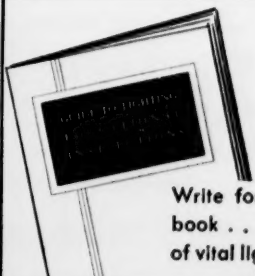


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as recreation. Sheldon and Eleanor Glueck, who had studied 500 cases of children in trouble, pointed out that boys likely to become delinquent detest playgrounds and supervised recreation and would rather travel long distances in search of companions than stay in their own neighborhoods.

These newer views on juvenile delinquency do not negate the well accepted remedies reviewed and repeated at the Hendrickson hearings. More love for children, more attention to their emotional health, more consistent discipline, more courses which make sense to the adolescent boy and girl—and there will be less delinquency, witnesses appearing before Senator Hendrickson emphasized.

New approach to U.M.T.

► There was a time when discussion of compulsory military training brought on the classic charges that it would militarize America, brutalize youth, and so forth. The classic defense included the claims that compulsory training would instill young men with new zeal for their country, develop their physical vigor, and so forth.

Such arguments take up no room at all in the latest report which the President's National Security Training Commission handed him on December 14. When he revived and rebuilt the commission last August (Congress had created the commission in 1951 as a concession to pressure groups which had demanded U.M.T.), President Eisenhower asked that it occupy itself with big questions of manpower and citizen reserves rather than with arguments pro and con U.M.T. How can the nation build up a citizen reserve of sufficiently high military training to expand our forces promptly in time of emergency? Is it feasible and advisable to carry on a military training program for future duty at the same time that Selective Service inducts young men for immediate duty? Such were some of the questions Mr. Eisenhower, as soldier-statesman, wanted answered.

Perhaps these technical questions still boil down to the old, controversial one: Shall we force all young men to learn the arts of war in time of peace? And perhaps those who have been traditionally opposed to U.M.T. will not change their minds because of the commission's report of December 14. But, as one educator said: "The opposition will certainly have to be on a higher level."

Every School Executive and School Board Member Should Read These
straightforward answers to some vital
questions on safer school bus transportation!

Q

WHAT SINGLE FEATURE IS MOST IMPORTANT TO SAFE SCHOOL BUS OPERATION?

Obviously, with school buses as with any motor vehicle, good brakes are the greatest single safety feature.

A

Q

WHEN A NEW SCHOOL BUS IS DELIVERED, WHAT TYPE OF BRAKES WILL IT HAVE?

In many cases, unless otherwise specified, your new bus will be delivered with factory-equipped brakes of the same type as you probably have on your own car.

A

Q

IS THERE ANYTHING WRONG WITH THIS?

Most commercial bus operators in the United States think so. In fact, Air Brakes are specified on virtually all of the buses operated by transit lines.

A

Q

WHY DO THE NATION'S COMMERCIAL BUS OPERATORS SPECIFY AIR BRAKES ON VIRTUALLY ALL OF THEIR BUSES?

Because over the years Air Brakes have proved to be the safest, most dependable brakes under every operating condition. Commercial bus operators can't take chances on passenger safety, therefore they almost always specify Air Brakes.

A

Q

DO AIR BRAKES COST MORE?

There is a slightly higher initial cost, but leading truck as well as bus operators have proved that the added safety of Air Brakes plus their lower maintenance costs makes them actually less expensive in the long run.

A

Q

GRANTED THAT AIR BRAKES ARE BEST, IS THERE A DIFFERENCE AMONG MAKES OF AIR BRAKES?

Definitely yes. Bendix-Westinghouse Air Brakes are recognized as the best in the field—being preferred by more safety and cost-conscious commercial operators than any other make.

A

Q

HOW DO I MAKE SURE THAT OUR STUDENTS HAVE THE ADDED PROTECTION OF BENDIX-WESTINGHOUSE AIR BRAKES?

By insisting that all bids submitted on new school buses include Bendix-Westinghouse Air Brakes.

A

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NEWS IN REVIEW

A.A.S.A. Announces Convention Speakers

WASHINGTON, D.C.—Lawrence G. Derthick, president of the American Association of School Administrators, has announced the speakers for the association's 1954 meeting.

Herold C. Hunt, the Charles W. Eliot professor of education at Harvard University, will speak on "Partners With Youth." The problems of the superintendent of schools will be discussed by Hugh B. Masters, education director of the W. K. Kellogg Foundation, Battle Creek, Mich. Supt. Benjamin C. Willis of Chicago, chairman of the A.A.S.A.'s 1954 yearbook commission on education for American citizenship, will report on current issues in citizenship education.

The romance of research in industry and in education will be discussed by Charles R. Sligh Jr., chairman of the board of directors of the National Association of Manufacturers, and Lawrence A. Kimpton, chancellor of the University of Chicago.

Greetings will be given by Samuel M. Brownell, U.S. Commissioner of Education; William A. Early, superintendent for Chatham County and Savannah, Ga., and N.E.A. president, and Charles S. Stock, president of the Associated Exhibitors of the N.E.A.

David D. Beck of Washington, D.C., general president of the International Brotherhood of Teamsters, is scheduled to speak on the rôle of education as labor sees it. The rôle of education as seen by business will be discussed by Herman W. Steinkraus of Bridgeport, Conn., president and chairman of the board of the Bridgeport Brass Company and past president of the U.S. Chamber of Commerce.

The N.E.A. has announced that 33 educational organizations have scheduled meetings during or just prior to the A.A.S.A. convention.

Mrs. Hobby Promises No Federal Interference With Education

PARK FOREST, ILL.—The Eisenhower administration will resist interference by the government in educational matters which rightly belong to the state and local authorities.

This was the gist of the remarks made by Oveta Culp Hobby, Secretary

of Health, Education and Welfare, at the dedication of Rich Township High School here December 6. According to Mrs. Hobby, this abridged rôle of the federal government is a matter about which "Dr. Brownell, our new commissioner of education, and I both feel very strongly."

Without referring to any specific issues of federal aid, such as federal help with school construction costs, equalization aid for less wealthy states, or the continuation of federal grants-in-aid for vocational education, Mrs. Hobby dealt only with the generalities of the question. "In educational matters . . . local school districts must tackle their own problems. If a problem crosses local boundaries or defies local resources, the state may step in. And if neither local nor state authorities can handle a situation, they may turn to the federal government for assistance."

Mrs. Hobby reminded the 1700 residents of Park Forest and the adjoining communities that the U.S. Office of Education is fundamentally a service agency. "At the present time, the Office of Education is concerned principally with the need for more teachers and adequate accommodations."

She encouraged citizen groups to get behind these two problems and work hard for educational progress in each local community.

Justice Department Announces Stand Against School Segregation

WASHINGTON, D.C.—On December 8 the Eisenhower administration, going beyond its own legal brief, asked the Supreme Court to strike down racial segregation in the public schools.

J. Lee Rankin, assistant attorney general, advised the court that the Justice Department holds the view that "segregation cannot be maintained under the 14th Amendment."

In response to a question from the bench, Mr. Rankin said that the court "does have the power, and it has the duty by reason of the Constitution and acts of Congress and by words of the 14th Amendment," to declare segregation unconstitutional.

The statements were made during the scheduled hearing of the segregation cases involving Kansas, South

Carolina, Virginia, Delaware and the District of Columbia.

California Pays Teachers Highest Salaries in Nation

SACRAMENTO, CALIF.—California, accustomed to doing things in a big way, has increased its school support until it is at the highest level of equalization support in the country and has raised its minimum salary for teachers to the No. 1 spot in the nation.

A 1953 increase of \$76 million now brings total tax support to \$330 million. In computing state aid, California allows \$232 for an elementary pupil and \$350 for a secondary pupil.

The state's minimum salary for teachers is now \$3400 a year.

Future U.S. Total Product Estimated at \$600 Billion

WASHINGTON, D.C.—By 1975 the nation will spend \$15 billion for public education, but that figure will still be a small percentage of the huge national income we shall enjoy at that time.

This promise came out of one section of the Mid-Century Conference on Resources for the Future. The group, meeting in Washington December 2 to 4, attracted 1500 delegates representing business, industry, labor, conservation and education.

The promise of plenty was endorsed by that bloc known to the conference as "cornucopians." These experts are convinced that within the next two decades our national total product will be valued at more than \$600 billion. They prophesy that chemurgy and chemistry will provide us with an abundance of food and materials undreamed of by man today. The cornucopians were opposed by a gloomier group which expressed fears that an ever-increasing population will consume all an outworn earth will be able to produce and that famine and disaster may follow unless we husband our resources wisely.

The conference built its discussions around a study prepared by Brookings Institution entitled "A Mid-Century Look at Resources." The study explored the demands that a rising population will make on our land, water, mineral, fuel and power resources and

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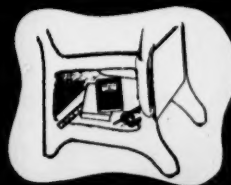


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Write or wire your American Desk distributor for a personal demonstration of this superior classroom unit.



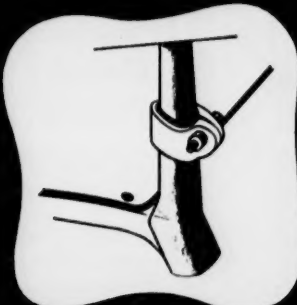
STORAGE

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Heavier gauge: the 14-gauge die-formed frame with 22 gauge panels.



POST-ARM LOCK

which we believe is the unqualified best on the American market. After adjusting the height desired in the table arm, set the post-arm lock—and it stays there, without twisting, distorting or turning, even under the most rugged use.



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NEWS...

pointed to possible methods of conserving them.

But in the Brookings study as well as during the conference the great unanswered questions were: To what extent can we rely on the promises of science to unlock the resources lying in solar and nuclear energy and in the sea? And will agricultural development really be able to keep up with the demands of the "70,000 new mouths that will demand breakfast every day"?

"Don't Tamper With Present Legislation," American Vocational Association Says to Congress

CHICAGO.—Educators attending the 47th annual convention here of the American Vocational Association were keenly aware of signs which point to a possible change in federal support of vocational education.

Sensing the "back to the states" sentiment of the Manion committee studying intergovernmental relations, the delegates approved resolutions calling

on all educators to inform Congress of the serious need for continued federal support. Pointing not only to the financial support possible through such legislation as the Smith-Hughes Act, but also to the standards which federal legislation helps to preserve, the delegates asked that the Smith-Hughes Act be kept in its present form.

The association also approved a resolution calling on Congress to appropriate the full \$29 million authorized by the present George-Barden Act. Delegates also recommended that Congress restore appropriations for distributive education to at least the 1951 level and that Public Law 550 be amended as it pertains to farm training so as to be more easily administered.

The convention heard Rep. W. M. Abbitt (D.-Va.) argue that the federal vocational program should be extended rather than curtailed. "It's up to the personnel working at the local level to make sure that both the public and Congress know what is going on and how vocational education has helped to make America a leader in the world," he said.

Herold C. Hunt, Chicago's former superintendent of schools, now a professor at Harvard University, discussed at the beginning general session what he called the "ill advised discussion of vocational education versus general education." Dr. Hunt said that most people agree that the aim of education is to fit individuals for vocational competence as well as for a satisfying personal life.

Dr. Hunt reminded the educators in the vocational fields that training for vocational competence now is a more complex problem than ever before. "Half of the American working force is employed in jobs that didn't exist 20 years ago," he said.

Other convention speakers were Mrs. John G. Lee, president of the League of Women Voters of the United States; Harold Stassen, administrator, Foreign Operations Administration, and Edward Condon, vice president, Sears, Roebuck and Company.

A panel discussion about the training of school lunch personnel was led by Mary deGarmo Bryan, director of the school lunch department for The NATION'S SCHOOLS. The group addressed a communication to the A.V.A.



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SAMSONITE ALL-STEEL FOLDING CHAIR. Ideal for meeting rooms, extra-curricular groups, also economical for extra classroom seating. Easy to set-up, fold, stack and store. America's *strongest*, most popular folding chair. Model #2600.



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NEWS...

executive board and to the resolutions committee, recommending a training program for lunchroom personnel at all levels and urging that vocational funds be utilized for this purpose.

Mark Nichols, director of vocational education for the state of Utah, was elected president of the association for the coming year, succeeding Martha



Mark Nichols

Creighton, professor of home economics education at Virginia Polytechnic Institute. Charles W. Sylvester, assistant superintendent of schools in charge

of vocational education, Baltimore, was reelected treasurer for his 27th year.

Four new vice presidents of the American Vocational Association were elected. They are: Cecil Stanley, Nebraska state supervisor of distributive education, Lincoln, vice president for distributive education; Shriver L. Coover, head, industrial arts department, Pennsylvania State College, California, Pa., vice president for industrial arts; R. D. Anderson, South Carolina state supervisor of agricultural education, Columbia, vice president for agricultural education, and Louise Keller, Iowa state supervisor of home economics education, Des Moines, vice president for home economics education.

At the final business session of the six-day conference the delegates voted to hold the 1954 conference in San Francisco.

Industries Urged to Sponsor School Programs

NEW YORK.—Representatives of key national industries heard leading educators and business executives express their views on how industry can best develop business sponsored school programs.

The representatives made up the audience of the business-industry section of the National Science Teachers Association which held its annual two-day meeting here last fall. Membership of the business-industry group includes more than 120 major industries which sponsor programs in science, economics, health and home economics, among other fields of instruction.

"Better education with better business sponsored school programs" was the theme of the conference. Speaking

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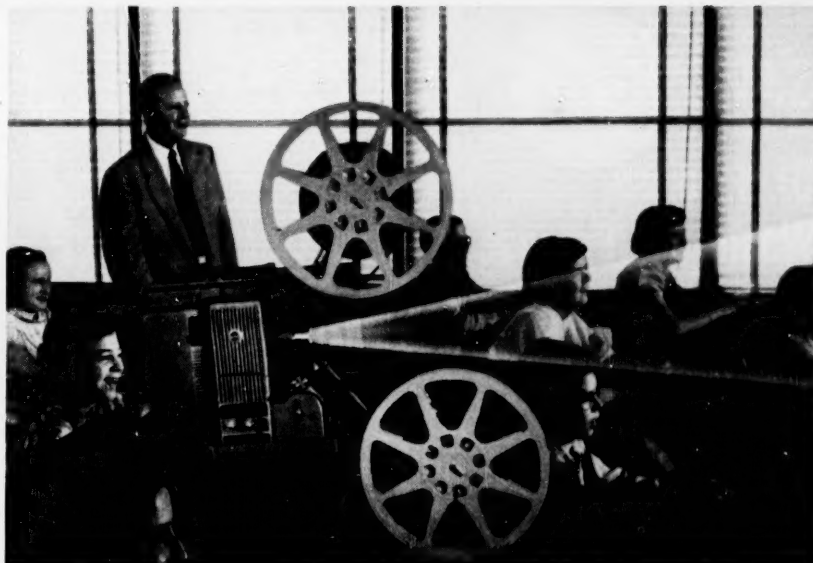
"After 18 years' experience serving educational institutions with numerous service headaches resulting from under- or over-lubrication of motion-picture projectors, I, as well as my customers, welcome the Kodascope Pageant Projector's permanent pre-lubrication feature as an important contribution toward trouble-free operation."

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The AV-071 combines projector and well-baffled 8-inch speaker in a single, easy-to-carry case. Its true-rated 7-watt amplifier delivers plenty of power for normal sound needs. And a simple adjustment of the *exclusive sound-focus control* gives optimum sound from any film—regardless of the position or condition of the sound track.

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Pageant prices start at a remarkably low \$375 (subject to change without notice).

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NEWS...

for industry, J. B. Austin, director of scientific research of the United States Steel Corporation, emphasized industry's stake in the success of the educational system. Since industry must recruit its new employees from the graduates "it is greatly to industry's advantage to have our youngsters kept abreast of latest developments in a way which cannot possibly be achieved by reliance solely on textbooks," he said.

Courses in School Administration Studied by Southwestern C.P.E.A.

FAYETTEVILLE, ARK.—The five states in the Southwestern C.P.E.A. Region were represented at a conference studying preparation programs for school administrators held here at the University of Arkansas November 15 to 18. In addition to school superintendents from the region, professors teaching in the area of educational administration were present from 19 colleges and universities of the region, according to Paul V. Petty, chairman of the regional committee.

Conferences in 1951 and 1952 had studied courses, course content, and methods. The 1953 meeting considered programs and organizations through which courses in educational administration were being offered and the academic degrees which indicate completion of the various programs. The newer six-year or intermediate degree programs in educational administration received special study by the conference discussion groups.

It was decided that the conference next year will be held at the University of Denver and will be based upon a study of philosophies and objectives underlying programs in educational administration.

Harold Moore of the University of Denver succeeds Dr. Petty as chairman of the regional committee. Gaylord Morrison of Colorado State College of Education is the new vice chairman.

Survey Shows Extent of Overcrowding in Urban Schools

WASHINGTON, D.C.—"The basic educational program is undermined in many elementary schools throughout the nation in an effort to serve sheer numbers," said William G. Carr, executive secretary of the National Education Association.

His remarks were made in connection with the release of information gained from a survey of 107,015 ele-

mentary school classes with a total enrollment of 3,417,682 pupils. The survey, conducted by the N.E.A., was limited to urban elementary schools where the problem of overcrowding is believed to be most serious, the association reported.

"One-third of all city elementary school children are in classes which enroll 36 or more pupils," Dr. Carr declared.

"One child in every 11 is in a class which has 41 or more pupils. It is almost impossible for youngsters to get any appreciable amount of individual attention in classes containing more than 40."

Five hundred and twenty-six school districts cooperated in the survey.

Springfield Board Votes Return to Corporal Punishment

SPRINGFIELD, ILL.—Termed by some to be "turning back the clock," the use of the rod was nonetheless prescribed here as punishment for obstreperous pupils.

By a vote of five to one, the Springfield Board of Education approved rules allowing corporal punishment provided it is not administered in the presence of other pupils.

Dissenter Owen Marsh opposed the ruling, arguing that more than half of the country's schools have abolished corporal punishment. He insisted that teachers should be able to maintain discipline "without resorting to brute force."

Cincinnati Adopts New Teacher Salary Schedule

CINCINNATI.—A new salary schedule providing for a minimum annual salary of \$3200 is now in effect in the public schools here.

The temporary salary adjustment recently adopted by the Cincinnati board provides for a maximum of \$5650 for a teacher holding a master's degree.

Board action followed a recommendation by a faculty committee which called for a range of \$3250 to \$6500.

Policies Commission Elects Mrs. Caldwell New Chairman

WASHINGTON, D.C.—Mrs. Sarah C. Caldwell, immediate past president of the National Education Association and a teacher at Akron, Ohio, was elected chairman of the Educational Policies Commission at its October



Learning is fun in such a bright, cheery room. A wall of Factrolite glass spreads light evenly through first grade room of Morris Snower School, Opelika, Ala. Bottom row is vision strip of clear glass.



Glass has been used extensively in the functional design of the school. J. Paul Gilmore, Montgomery, Ala., Architect. Columbus Glass Co., Columbus, Ga., Glazier.

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NEWS...

meeting in Colorado Springs, Colo., filling the post formerly held by the late Lee M. Thurston.

As its vice president, the commission elected N. D. McCombs, superintendent of schools at Des Moines, Iowa. Howard E. Wilson is executive secretary of the commission.

Low Parmenter to Retire as School Service Institute Head

CHICAGO. — The National School Service Institute, meeting here No-

vember 30 to December 2, was highlighted by a report of 13 years of progress by the executive manager of the institute, Lew Parmenter.

Mr. Parmenter, who will retire from the position on July 1, reported that during his term of office the following progress has been noted: "The membership of N.S.S.I. has nearly tripled; the attendance at the annual convention has quadrupled; the exhibits have tripled, and the volume of business in school supplies and equipment has

multiplied between six and seven times."

The association's newly elected officers are: president, O. A. Eichenlaub, C. M. Eichenlaub Company, Philadelphia; first vice president, Clifford Parker, Ideal School Supply Company, Chicago; second vice president, O. C. Halverson, Midwest-Beach Company, Sioux Falls, S.D.; secretary, Clarence McGuire, Hoover Brothers, Kansas City, Mo.; treasurer, Loren B. Douthit, George F. Cram Company, Indianapolis.

In addition to the officers two directors are also members of the executive committee. They are J. S. Latta Jr., past president, J. S. Latta & Son, Cedar Falls, Iowa, and B. C. Deuschle, Acme Shear Company, Bridgeport, Conn.

Dave McCurrach, field director of the institute, was presented to the convention as the man who will become the executive manager July 1.

A.P.S.S. Launches National Study of Quality of Education

NEW YORK. — Associated Public School Systems started in September a national study of the quality of education provided by public schools in all parts of the United States.

Research data from the study will be of "great value" in improving school programs in each community studied, according to Norton Beach, executive secretary of the A.P.S.S., an affiliate of the institute of administrative research, Teachers College, Columbia University.

The study will be conducted in 200 cities and towns of 37 states, it was announced. These communities are members of the association and represent 3500 schools and about 3,000,000 children.

Experts Join Advisory Board

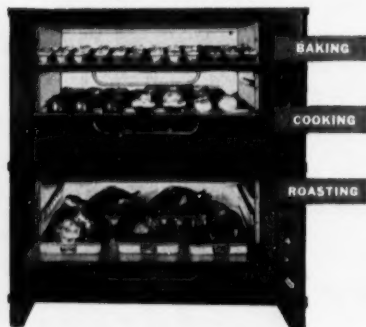
(Continued From Page 10)

executive committee of the National Council on Schoolhouse Construction and has been for the last three years a member of the planning committee of the National Conference of Professors of Educational Administration. He has held several offices in both the national and local units of Kappa Phi Kappa.

Born in Twinsburg, Ohio, Dr. Herrick attended public schools there and in Andrews, Ind. He received his three degrees, including a Ph.D. in 1944, from Ohio State University.



Young healthy appetites demand nourishing meals. This modern kitchen tool is ideal for schools to keep a steady stream of oven-prepared foods flowing to the school tables . . . THREE WAYS . . . ROASTING . . . BAKING . . . GENERAL OVEN COOKERY. The speed and flexibility of a Blodgett Oven make it possible to cook your food to perfection and have it ready on schedule. Dietitians recognize in hot, nourishing oven-prepared meals the best means of serving a wide variety of meals at prices students can afford to pay.



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NEWS...

School-Scout Cooperation Shown by Survey Results

NEW YORK.—Superintendents are good scouts—a fact not newly discovered but reaffirmed by a recent survey conducted by the Boy Scouts of America. Findings have revealed that in 107 cities canvassed 83 superintendents and assistant superintendents hold memberships on scout executive boards or operating or district committees.

The study was made in response to requests for information concerning

cooperation between the public schools and scout groups. The Boy Scout committee on school service, with the advisory help of scout executives and staffs of the research and statistical services, developed a questionnaire which was sent to cities of 100,000 population or larger.

In releasing the survey results, the organization reported that 80.1 per cent of the cities have made public schools available on some basis for scouting use.

To the question pertaining to charges for scout use, more than half the respondents indicated no charge is made for scout meetings held in the school buildings. In the other cities the amount of the charge is varied and is largely paid for by the chartered institution, the scout unit treasury, or the scout unit committee, in that order.

New Radio Transcriptions Available From N.E.A.

WASHINGTON, D.C.—Two new programs in a series of recorded interpretations of education's rôle in today's society were made available recently by the National Education Association.

These latest recordings to be released now bring the series to a total of eight professionally produced radio transcriptions.

The programs are suggested for local radio use, teachers' meetings, P.T.A. meetings, education-business days, local education association meetings, civic organizations and community school campaigns.

Radio time is available for educational programs presented as a public service to the community, the N.E.A. has stated. Time has been allowed for a one and one-half minute presentation by the local school system in each 15 minute program period since the transcribed dramas run 13½ minutes. Music has been cleared for radio use.

President's Committee Praises Society for Crippled Children

CHICAGO.—The National Society for Crippled Children and Adults has been awarded the Distinguished Service Certificate by the President's Committee on Employment of the Physically Handicapped. The award was given for outstanding achievement and service through the society's nationwide program of employment for the crippled.

Teaching: 21 Cents per Hour Baby-Sitting: 50 Cents per Hour

AUSTIN, TEX.—It costs less to keep children in school for seven hours a day than it would to hire a baby sitter for them.

Reporting that fact, the *Texas Outlook* figured it this way: The figure for 1951-52 total public school costs in Texas was \$318,963,078. Average daily attendance was 1,213,000. Dividing that figure into the total cost shows that \$262 was spent during the



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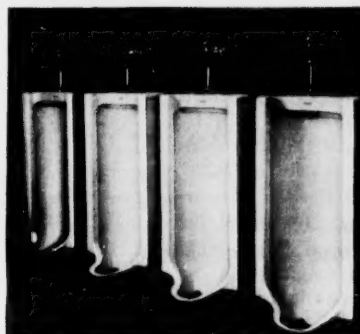
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Chinal urinals are specially designed for easy access by students of all ages. The Chinal has integral flush spreader that washes evenly with minimum water. Genuine vitreous china construction makes it easy to keep clean.



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year for each child. Dividing \$262 by the number of school days gives a cost per day of \$1.45. Dividing \$1.45 by seven hours in a school day gives an individual per hour cost of 21 cents.

And where is a 21 cent-an-hour baby sitter?

Americans Do Not Believe in Education, Says Dr. Hutchins

MOOREHEAD, MINN.—The American people do not believe in education.

This view was expressed by Robert M. Hutchins, formerly chancellor of the University of Chicago and now associate director of the Ford Foundation, in a lecture presented at Concordia College here. Dr. Hutchins said the people of America want a program of accommodations and are not concerned with cultural values in their demands on the educational system.

"Our primary schools are good, but we begin to go wrong at the secondary level," said Dr. Hutchins. Deploring the system of electives, he recommended that the establishment of high school courses should be left in the hands of school officials.

Fourth N.E.A. Movie Now Being Produced

WASHINGTON, D.C.—The fourth motion picture in its series of five has been announced by the National Education Association. Entitled "The Truth Shall Keep Us Free," the film will be released in July.

The movie concerns a social studies teacher who is called upon by the school board to explain why she is teaching controversial issues and who points out that she does not teach them but about them.

Chevy Chase High School, Montgomery County, Maryland, is the scene of this movie. It is being produced by the National Education Association in cooperation with the National Association of State Teacher Associations.

Second Graders Participate in Polio Vaccine Research

NEW YORK.—A nationwide study to determine the effectiveness of a polio vaccine in preventing paralytic polio will get under way shortly.

By June 1, 200 counties throughout the United States will have participated in the mass vaccination project. By that time, 500,000 to 1,000,000 second graders will have taken part in one of the largest studies of the kind ever

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NEWS...

undertaken, the National Foundation for Infantile Paralysis announced.

The second graders will be vaccinated during a nonepidemic period and observed during a polio epidemic to evaluate the protective effects of the vaccine. Comparison will be made with first and third school grades.

Participation will be on a voluntary basis with the consent of the child's parents or legal guardians. Final results of the evaluation study are not expected until some time in 1955.

U.S.O.E. Bulletin Gives Ideas for Elementary Classroom Design

WASHINGTON, D.C.—How a good elementary classroom should be designed, built and equipped is the subject of a new U.S. Office of Education publication. It is entitled "Designing Elementary Classrooms."

The bulletin gives as much space to philosophy of elementary education as it does to architectural drawings and photographs. The authors emphasize that to build the right kind of class-

room for the middle grades it is first necessary to decide on the philosophy of the school system.

The authors assume that most school systems will accept the facts of child growth and the principle that children's needs must be met at each stage of their development.

For that reason, "activities carried on in today's classrooms will be different and more numerous than in former years." The modern elementary classroom must have free space so that children can hold group discussions, dramatize stories and create plays, make charts and maps, participate in music activities, experiment in science and practice good health habits.

"It is folly to attempt to teach children desirable health and safety habits in an environment which violates the principles of good health and safe living," says the brochure.

Further, the classroom of today must be planned to accommodate a great variety of activities.

When the architect has been thoroughly impressed with these facts, what comes off the drawing board will, typically, look like this:

The classroom will have a minimum usable floor space of approximately 9000 square feet, with a width of not less than 26 feet. The walls and ceilings will be acoustically treated to protect teacher and pupils from outside noises.

Provisions will have been made for a wide variety of visual, audio and audio-visual aids. For science activities there will be space for storing dry cells, flower pots, glass jars and magnets. Storage space will include room for balls and other play equipment.

The floor will be covered with a composition type of material to reduce noise, facilitate the movement of furniture, and not be too slippery underfoot.

Lighting will be as indirect as possible and wall colors something in pastel tints with the ceiling painted in a light-reflecting shade of ivory.

Tables and chairs will be provided in three different sizes. There will be tables for use as a library research and reading center, for committee meetings, or for the display materials.

The bookcases will be movable, too, and easily assembled in various ways for books, exhibits and displays.

And, since everything else in the room will be movable, so the teacher's



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A Pennsylvania school system with an enrollment of 4,000 pupils switched to MOSINEE Turn-Towel service and showed a saving of \$300 in the cost of towel service in one year.

The drying capacity of Mosinee Turn-Towels improved the *quality* of service, and the "Controlled-Type" Turn-Towel dispenser provided the cut in towel consumption to produce these savings.

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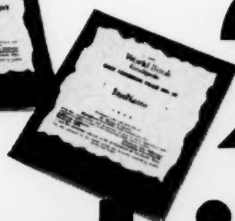
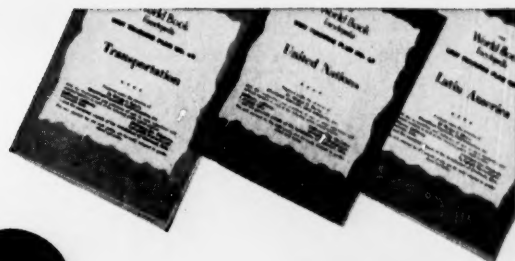


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At last, here is a set of long-needed teaching plans that embody all that modern psychology and educational philosophy can contribute to teaching procedures.

Selected teachers in five school systems, public and parochial, all of whom had and used World Book Encyclopedia in their classrooms, kept a running anecdotal record for a full year. From these records, and through individual and group conferences, all under the direction of Dr. George H. Reavis, Educational Counselor of Field Enterprises, a set of try-out teaching plans was developed, written, analyzed, and criticized.

The result is this series of 22 teaching plans, tested and proved in actual use. Each one is a complete teaching plan covering a major topic, each is de-

signed for use with World Book, each was planned for a particular grade (4 through 8), yet can be easily adapted to grades above or below. These units are now available in booklet form carefully organized and well illustrated. They have been especially well received by curriculum workers and teachers who have examined them.

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An umbrella rack with standard drip pan is built in . . . half width hanger rod provides plenty of hanger space. And all EMCO teacher closets are made with a special solid bronze knob and key lock that is master keyed. When teacher closet is used in connection with EMCO wardrobes no dividing mullion is necessary—cork or chalkboard can be continuous with wardrobe doors. The receder door adds extra usable cubic feet to the classroom plus uniformity of appearance.



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NEWS...

desk will be on casters. Small movable tables for record players, recording machines and projectors will round out the equipment.

"Designing Elementary Classrooms" was prepared jointly by the school housing section (which provided the architectural facts) and the elementary school section (which provided the philosophy) of the U.S. Office of Education. The brochure is available from the Superintendent of Documents, Washington 25, D.C., at 35 cents a copy.

Aug. 20, 1954, Deadline in Korean G.I. Bill

WASHINGTON, D.C.—The Veterans Administration has announced that Aug. 20, 1954, is the deadline for starting training under the Korean G.I. bill.

This will affect nearly 1,000,000 veterans who have served since the Korean war began, who were discharged or separated before Aug. 20, 1952, and who have not yet taken advantage of the training benefit.

Under the law they actually must "enroll in and begin" training by Aug. 20, 1954, in order to continue afterward. The mere filing of an application beforehand, with an intention of starting sometime after that date, is not enough, the V.A. said.

Detroit Pupils Like Children's TV Programs Least

DETROIT.—The television programs least preferred by sixth graders are those planned almost exclusively for children—puppet shows, current events, science and historical programs, according to several of the city's teachers and principals who have reported the results of their recently completed survey on the television viewing habits of 12 year olds.

The children who participated in the survey were from four of the city's schools, representing a fine resident area, a near slum area, a middle-class community, and a changing area.

From this cross section, 95 per cent of the children sampled reported having television sets in their homes; 25 per cent of upper income bracket families have two or more sets.

The average sixth grader, according to his own estimate, spends about one-third of his waking hours on Saturdays and Sundays before a TV set; during the week he spends two to two

and one-half hours per day in viewing television. This amounts to about 25 hours per week—or an amount of time equal to that spent in school.

Survey Shows Reliance on Inexperienced Teachers

ALBANY, N.Y.—A "Survey of New Personnel in Upstate New York Public Schools, 1952-53" has been released by the state education department.

In his summary of highlights, the author, Louis H. Conger Jr., associate in educational research, bureau of statistical services, said, "Fifty per cent of new public school personnel had been in college the previous school year, 20 per cent had been engaged in home duties, 12 per cent had been teaching outside of the upstate public schools (chiefly in other states), 11 per cent had been employed in other occupations and 7 per cent had been engaged in miscellaneous other activities."

He found that 60 per cent of the teachers were inexperienced. Twenty-six per cent were local talent, he reported (experienced personnel who resided in the upstate area the previous school year). He listed 14 per cent as migrants who had resided outside the upstate area the previous year.

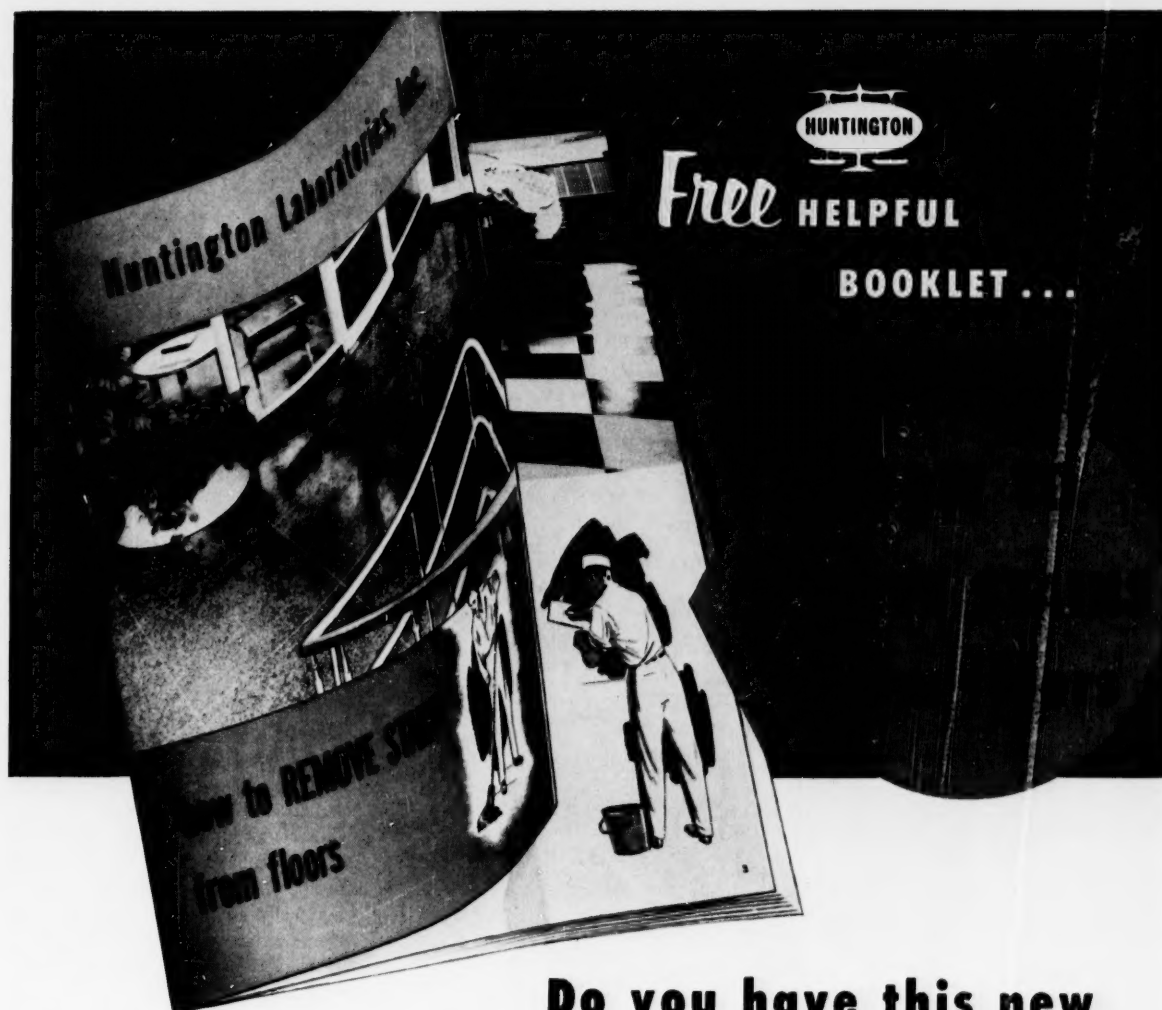
Fifty-six per cent of the new faculty members were elementary teachers, either classroom teachers or subject teachers working only at the elementary level.

Summarizing his statistical facts, Mr. Conger said, "There is a constant shifting of experienced personnel into and out of the profession. Enough experienced personnel was recruited in 1952-53 to replace nearly all those who left, except for those permanently lost through retirement or death. Consequently, the need for inexperienced personnel corresponded to the number of increased positions, plus replacements for those lost through retirement or death."

Reorganization of School Districts Really Improves Education

WASHINGTON, D.C.—The reorganized school district is more capable of attracting better trained teachers and of improving course offerings than was the old district, according to a new study of educational changes taking place after reorganization.

The changes were observed in 552 reorganized school districts located in



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avoid. Cleaning materials are described and complete directions for their use are given.

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NEWS...

California, Idaho, Illinois, Michigan, Minnesota, Missouri, New York, and Washington. The study was conducted by the U.S. Office of Education, under the direction of C. O. Fitzwater, specialist in rural school administration.

Notable also is the fact that reorganized districts install kindergartens. Elementary schools in reorganized districts usually add music, art and physical education. Secondary schools add agriculture, homemaking and industrial arts—three subjects which

rank first in terms of newness. High schools in reorganized districts also introduce for the first time driver education, music and speech.

Among new services introduced shortly after reorganization are the following: testing programs, visual aids, cumulative pupil record systems, central library services, dental clinics, audiometer tests of hearing, and physical examinations of pupils.

Returning to the characteristics of teachers, the study shows that "the

most widespread of all educational changes in the reorganized districts is the improvement in the college preparation of teachers." Nearly 90 per cent of all new districts had a teaching staff with a higher level of preparation than that held by teachers employed by the old districts.

The number of teachers with less than two years of college preparation was more than cut in half in most new districts.

New districts also carry on many in-service teacher education activities—so many, in fact, "that in itself [it] would constitute a separate study of considerable proportions."

400 Foreign Educators Now Studying U.S. Schools

WASHINGTON, D.C.—For the 11th year, 400 educators from 50 nations of the world are spending six months in the United States studying and observing American education and life, under the sponsorship of the Office of Education, the Department of Health, Education and Welfare, and the Department of State.

Their first three months have been spent at colleges and universities studying in their specialized fields—mainly elementary, secondary and vocational education, English and school administration. They are all experienced leaders in teaching or administrative fields in their own countries.

After Christmas they will leave their campuses and will live in private homes. They will be given opportunities to visit public and private schools, as well as churches, factories, businesses and social institutions.

Teaching procedures will be observed by the visitors in more than 8000 public and private schools. It is estimated that 12,000 lectures will be given by the teachers to students, teachers and parents.

The following institutions will be attended by the visiting teachers: University of Cincinnati, University of Florida, University of Illinois, Iowa State Teachers College, University of Kentucky, University of Michigan, University of Minnesota, University of North Carolina, Ohio State University, Oregon State College, Syracuse University, Southwest Texas State Teachers College, University of Utah, State College of Washington, Wayne University, and University of Wisconsin.

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NEWS...

Industry and Education Pledge Mutual Support

WHITE SULPHUR SPRINGS, W. VA. —From a speech made last year at Barnard College, Columbia University, grew the two-day meeting held here in November, the Industry-College Conference. Seventy-five leading educators and industrialists were on hand to discuss industry's assistance to colleges.

Robert R. Young, chairman of the board of the Allegheny Corporation and the Chesapeake and Ohio Railway Company, the author of the speech in which the idea originated, sounded the keynote of the conference by declaring that education must establish "a working partnership on a level of equality" with business and asked for equality of pay for the good teacher and the good executive.

Acknowledging the fact that graduates of higher education have enabled industry to achieve record breaking dividends and pay \$21 billion in taxes, he said he considered it "a sorry paradox" that industry "cannot or will not" meet its obligation toward the colleges and universities. Calling education "threadbare" and business "neurotic" with fears, Mr. Young urged the two to strengthen and support each other.

Speaking for education, Henry T. Heald, chancellor of New York University, said that it was necessary for education and industry to work more closely than in the past to preserve a democratic way of life.

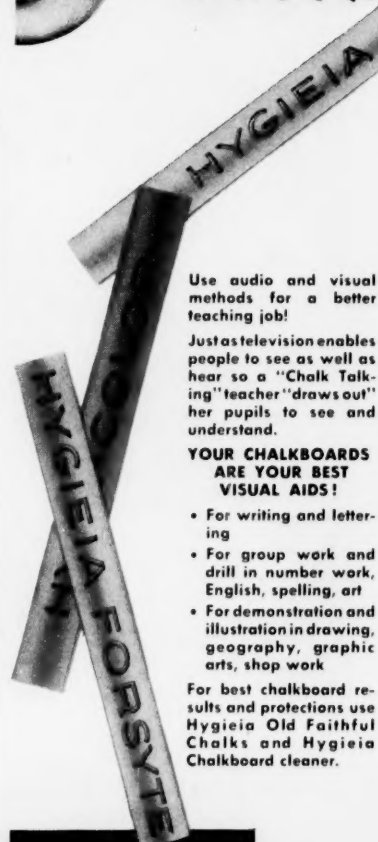
Raising the question of industry's greatest need, Dr. Heald answered with: "educated people." Specialists are needed in many cases, he said, "but also men and women, broadly trained and liberally educated men and women, of ability, character, integrity and a high sense of personal responsibility for good citizenship."

Warning against federal support as the primary source of aid to education, he said increased aid must come from industry. "To preserve freedom in education we cannot have only one kind of institution," he declared.

The conference was planned by Milton S. Eisenhower, president of Pennsylvania State College, and Mr. Young. Administrator of the conference was C. V. Newsom, associate commissioner for higher education of New York State. Clifford H. Ramsdell, secretary-treasurer of the Federation for Railway Progress, was conference secretary.



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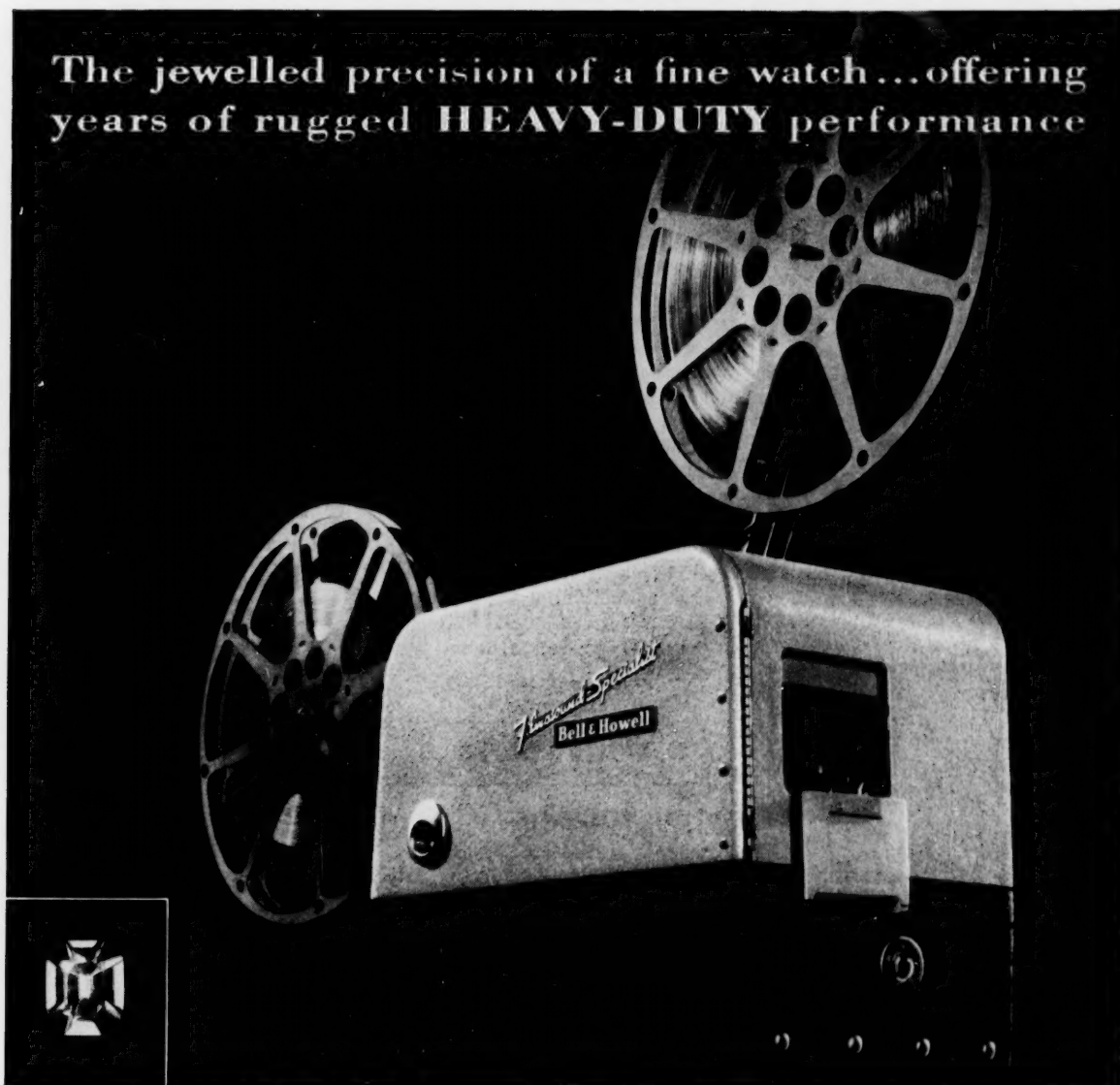


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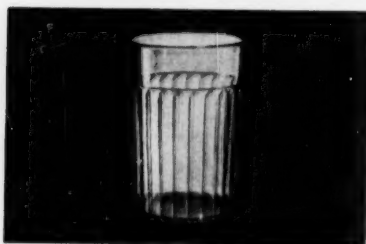
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NEWS...

Early Admissions Program Extended to Eight Colleges

NEW YORK.—Three hundred scholarships will be awarded this year to high school sophomores and juniors with high scholastic achievements under the early admissions program supported by the Ford Foundation's Fund for the Advancement of Education.

The program is open to young men and women who will have completed the sophomore year of high school by June 1954. It was initiated in 1951 as a preinduction experiment by the liberal arts colleges of four universities—Chicago, Columbia, Wisconsin and Yale. Two years of advanced study are permitted the young men participating in the course before they are called for military service.

Cooperating in the program are the following institutions: University of Chicago; Columbia College of Columbia University; Fisk University, Nashville, Tenn.; Goucher College, Baltimore; Lafayette College, Easton, Pa.; University of Louisville, Louisville, Ky.; Morehouse College, Atlanta, Ga.; Oberlin College, Oberlin, Ohio; Shimer College, Mount Carroll, Ill.; University of Utah, Salt Lake City, and University of Wisconsin, Madison.

ABOUT PEOPLE

SUPERINTENDENTS . . .

Ralph C. Dailard will become superintendent at San Diego, Calif., on February 1. Dr. Dailard, associate superintendent at San Diego since 1949, succeeds Will C. Crawford, who has accepted a professorship at U.C.L.A.

L. N. Wood has been appointed superintendent at Independence, Kan., effective August 1. Mr. Wood, principal of the city's junior high school since 1944, will succeed E. R. Stevens.

Ward S. Taylor, formerly principal of Northeast Bradford Joint School, Le-Raysville, Pa., is now supervising principal of Wood Township Schools, Robertsdale, Pa., where he succeeds Paul R. Runyan.

Durward McVey, former superintendent at Mineral Point, Wis., is now superintendent at Lake Mills, Wis.

F. D. Maclay, superintendent at Auburn, Neb., for the last eight years, has been appointed to a similar position at Fairbury, Neb., succeeding Lloyd Te-



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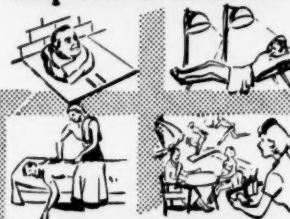
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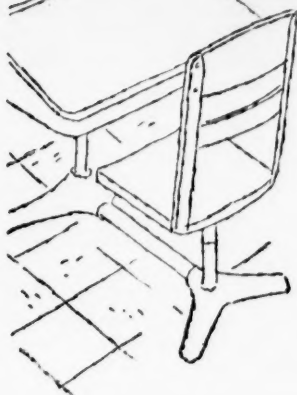
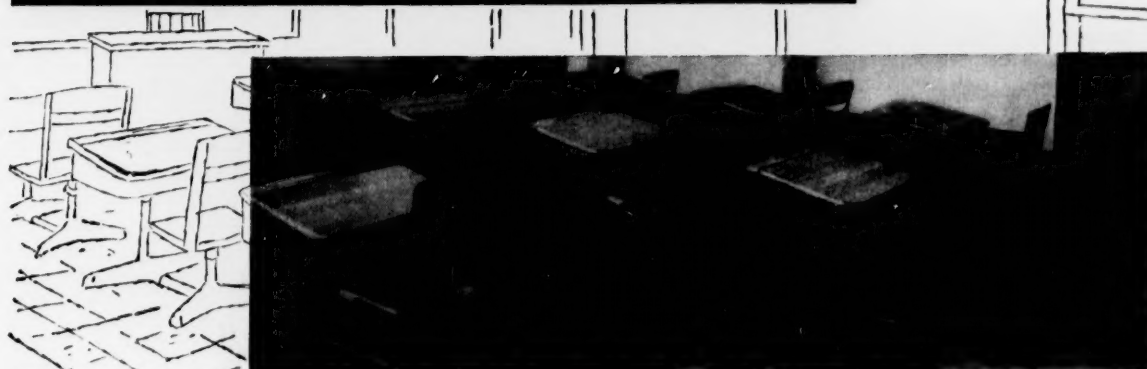
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NEWS...

Selle. Mr. TeSelle resigned to accept the superintendency at Fremont, Neb., succeeding **M. G. Farrow.**

A. J. Manges, superintendent at Lincoln, Mass., is the new superintendent at East Lyme, Conn.

Enna Sheldon Shinn has been elected superintendent for Barton County, Great Bend, Kan.

James A. Hall, former director of instruction at Denver, is now superintendent at Port Washington, Long Island, N.Y.

Walter Pulsifer is the new superintendent at Portland, Conn. Formerly, Mr. Pulsifer served in a similar position at Boylston, Mass.

Frank Thomas, superintendent, Barrington, has been elected president of the Illinois Association of School Administrators for 1954. Other officers are vice president, **L. O. Little,** superintendent, Quincy, and treasurer, **J. A. Mann,** superintendent, Jacksonville. **Lester T. Grant,** superintendent, Decatur, was reelected secretary.

Frederick W. Hill has been named assistant superintendent in charge of business affairs for the Minneapolis schools. Dr. Hill, formerly deputy superintendent and business administrator of schools at Yonkers, N.Y., succeeds **Albert T. Bishop,** who resigned several months ago.

Marion G. Merkley, assistant superintendent at Salt Lake City, Utah, has taken a leave of absence to accept the position of chief of the education division of the Department of State's Point Four program. He will be stationed in Ammon, Jordan. During Dr. Merkley's absence, **Matthew F. Noall,** a junior high school principal at Salt Lake City, will serve as acting assistant superintendent.

Harold B. Relf is the new superintendent for Cherokee County, Columbus, Kan.

G. M. Stephens, superintendent at Riverdale, N.D., has been elected vice president of the North Dakota Education Association.

IN THE COLLEGES . . .

Alice Miel, professor of education, Teachers College, Columbia University, New York City, has been elected president of the Association for Supervision and Curriculum Development.

Robert W. Van Houten, president of Newark College of Engineering, Newark, N.J., has been elected president of the Association of Urban Universities. Elected vice president was **Norman P. Auburn,** president of the University of Akron, Akron, Ohio. **David D. Henry,** executive vice chancellor of New York University, New York City, was reelected secretary-treasurer.

Francis E. Clark has been named chairman of the department of education and psychology at Oregon College of Education, Monmouth.

Silas D. Snow was recently inaugurated as fifth president of Arkansas State Teachers College at Conway.

S. P. Nanninga, the first and only dean of the college of education at the University of New Mexico, has resigned after 28 years in that position. Dr. Nanninga will continue as professor of education for two more years before retiring.

Miller A. F. Ritchie has been inaugurated as fourth president of Hartwick College, Oneonta, N.Y. He succeeded **Henry Arnold,** who retired after 14 years as head of the school.

(Continued on Page 132)

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Owen L. Thompson, 371 North Union
Aurora, Illinois, Phone: 28087

David W. Wine, 854 Webster Avenue
Chicago, Illinois, Phone: Diversey 8-5021

Everett Van Kooten, Ida Grove, Iowa

THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Operations, Involvements, Accomplishments, and the Future of the S.W.C.P.E.A. A detailed report of three years of progress, from 1950 to 1953. Southwestern Cooperative Program in Educational Administration, Box 1666, University of Texas, Austin. Pp. 44.

A Developing Concept of the Superintendency of Education. Report of the C.P.E.A. Middle Atlantic Region. By Daniel R. Davies, professor of education, Teachers College, Columbia University. Written for both laymen and professional educators, it compares present ideas about the superintendency with a conception of the superintendency which has been emerging from C.P.E.A. and other studies in the Middle Atlantic Region. Bureau

of Publications, Teachers College, Columbia University, New York 27. Pp. 40. \$1.

Educational Change in Reorganized School Districts. By C. O. Fitzwater, specialist in county and rural school administration, Office of Education. Relates changes in the grade organization of schools, the college preparation of teaching staffs, the school program, and school building construction and remodeling which have occurred following reorganization of districts into larger units. Bulletin 1953, No. 4. Department of Health, Education and Welfare, U.S. Government Printing Office, Washington 25, D.C. Pp. 53. 20 cents.

COMMUNITY RELATIONS

Recreation in the American Community. By Howard G. Danford, professor of physical edu-

cation and head of department of physical education for men, Florida State University. Discusses the principles and values of organized recreation activities and practical operational problems, based on the needs of an urbanized and industrial democracy. Harper and Brothers, 49 E. 33d St., New York 16. Pp. 456. \$5.

The Preparation of Teachers for Home, School and Community Relations. Presents ideas and materials designed to increase the teacher's competence in the home-school-community relations area, with a list of selected references. Prepared by the committee on home-school-community relations of the California Council on Teacher Education. California State Department of Education, Sacramento 14. Pp. 38.

CURRICULUM

Schools and the Development of Good Citizens. Final report of the Citizenship Education Study, Detroit public schools and Wayne University. By Stanley E. Dimond, director of the study. Wayne University Press, Detroit 1. Pp. 212. \$3.50.

IN-SERVICE EDUCATION

Continuing Professional Development of School Administrators. Report of the C.P.E.A. Middle Atlantic Region. By Robert D. Baldwin, professor of education, West Virginia University. A review of what has been and can be done by colleges of education and organizations of school superintendents toward in-service professional growth in the Middle Atlantic and other regions. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 59. \$1.

PROFESSIONAL PREPARATION

Pre-Service Preparation of School Administrators. Report of the C.P.E.A. Middle Atlantic Region. By Robert S. Fisk, dean, school of education, University of Buffalo. An evaluation of past and present preparatory programs for administrators. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 49. \$1.

Recruitment and Selection of School Administrators. Report of the C.P.E.A. Middle Atlantic Region. By Ross L. Neangley, professor of education, Temple University. Points out the changing concept of the administrator's job, the present supply and demand, and the inadequacies of present selection techniques. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 51. \$1.

SAFETY EDUCATION

Driver Instruction. Based on actual experiences of secondary school administrators and classroom teachers. Bureau of Textbooks and Publications, California Department of Education, 721 Capitol Avenue, Sacramento 14. Pp. 95.

SUPERVISION

Improving the Supervision of Instruction. By Harold Spears, assistant superintendent, San Francisco. Describes the modern view of supervision—"instructional leadership": includes the three related services of supervision, curriculum planning, and in-service education. Prentice-Hall, Inc., 70 Fifth Ave., New York 11. Pp. 463. \$4.75.

OF GENERAL INTEREST

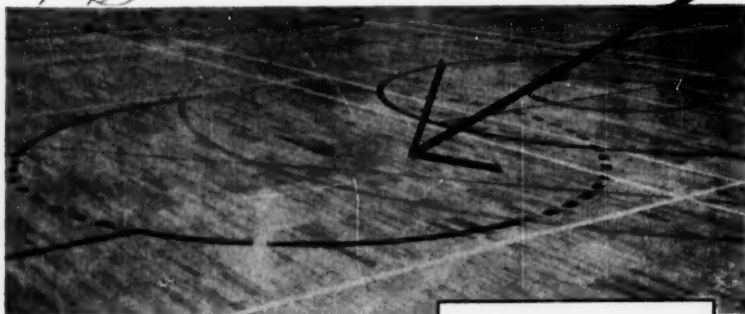
Let's Talk Sense About Our Schools. By Paul Woodring, professor of psychology, Western Washington College of Education. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 36. Pp. 265. \$3.50.

To Ensure Human Welfare. A summary of decisions taken by the United Nations Economic and Social Council's 16th session and an appraisal by its president. Reprinted from the United Nations Bulletin, Vol. XV, No. 31, Aug. 1, 1953, and Vol. XV, No. 4, Aug. 15, 1953. International Documents Service, Columbia University Press, 2960 Broadway, New York 27. Pp. 30.



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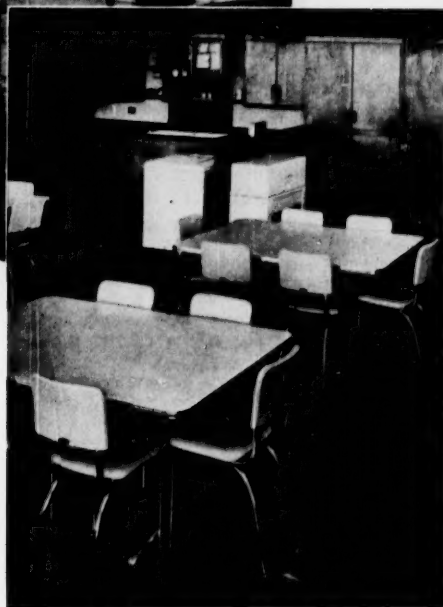
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NEWS...

(Continued From Page 128)

Jacob I. Hartstein, who has headed development of Long Island University's graduate school at Brooklyn, N.Y., since its establishment in February 1950, has been named dean of the school. Dr. Hartstein has been a member of the Long Island University faculty since 1938.

Harry K. Newburn, president of the University of Oregon, Eugene, has resigned to become president of the Educational Television and Radio Center in Ann Arbor, Mich., a project financed by the Fund for Adult Education of the Ford Foundation.

OTHERS...

Courtenay Monsen, for the last 25 years secretary of the board of education at Pasadena, Calif., has resigned. Mr. Monsen is now dean of admissions and director of public relations at Montecito School for Girls, Santa Barbara, Calif.

Fred S. Coffindaffer has succeeded **John T. St. Clair**, assistant to the supervisor of high schools in the state department of education of West Virginia.

Mr. St. Clair has resigned to become an assistant superintendent for Kanawha County, Charleston, W.Va.

DEATHS...

Wayne E. McCleery, superintendent at West Aurora, Ill., since 1950. He was formerly superintendent at Crystal Lake, Ill.

Frank John Arnold, retired assistant superintendent of New York City and member of the school system for 42 years, at 81.

E. S. H. Greene, superintendent for Chesterfield County, Virginia, for 16 years.

Calvin E. Wilcox, superintendent at Dedham, Mass., since 1941.

J. Hillis Miller, 54, president of the University of Florida, Gainesville.

Hedley G. Morgan, 59, superintendent at Montpelier, Ind., since 1931, after a year's illness.

Frank D. Whalen, assistant superintendent, New York City, since 1941. Dr. Whalen was chairman of the educational committee of the National Conference of Christians and Jews in the New York area.

COMING EVENTS

FEBRUARY

11-13. American Association of Colleges for Teacher Education, N.E.A., Chicago.

11-13. Department of Elementary School Principals, N.E.A., Atlantic City, N.J.

11-13. National School Boards Association, Atlantic City, N.J.

13-17. American Educational Research Association, N.E.A., Atlantic City, N.J.

13-18. American Association of School Administrators, N.E.A., Atlantic City, N.J.

15-18. Department of Rural Education, N.E.A., Atlantic City, N.J.

20-24. National Association of Secondary-School Principals, N.E.A., Milwaukee.

MARCH

2-5. Department of Audio-Visual Instruction, N.E.A., Chicago.

4-6. National Conference on Higher Education, Association for Higher Education, N.E.A., Chicago.

7-12. Association for Supervision and Curriculum Development, N.E.A., Los Angeles.

19-20. National Citizens Commission for the Public Schools, fifth annual dinner, San Francisco.

26-31. Music Educators National Conference, N.E.A., Chicago.

APRIL

1-3. National Science Teachers Association, N.E.A., Chicago.

9-10. National Audio-Visual Association, third annual film conference, New York City.

11-15. American Personnel and Guidance Association, Buffalo, N.Y.

18-23. Study Conference for the Association for Childhood Education International, St. Paul.

25-27. Midwest Conference on Administrative Leadership Serving Community Schools, American Association of School Administrators and Department of Rural Education, N.E.A., St. Paul.

MAY

2-4. Southwest Conference on Administrative Leadership Serving Community Schools, American Association of School Administrators and Department of Rural Education, N.E.A., Hot Springs, Ark.

9-11. New York State Association for Supervision and Curriculum Development Conference, Lake Placid.

JUNE

27-July 1. National School Public Relations Association, N.E.A., 19th annual meeting, New York City.

27-July 2. National Education Association, 92d annual meeting, New York City.

AUGUST

1-4. National Audio-Visual Association, ninth annual convention and trade show, Chicago.

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• Page Chain Link Fence, pioneered by PAGE and produced only by PAGE, offers reliable protection against hazards which threaten both property and persons.

YOUR CHOICE OF THREE SUPERIOR METALS is assurance that your fence will best meet your needs. Choose heavily-galvanized Copper Bearing Steel, or long-lasting Stainless Steel, or corrosion-resisting Aluminum. Interlocking wires are woven to form a strong, uniformly square mesh.

EIGHT BASIC STYLES, varied by choice of metals, wire gauges, heights, types of gates, posts and post tops, and top rails. Tension and fabric bands not removable from outside. Gate frames welded at joints.

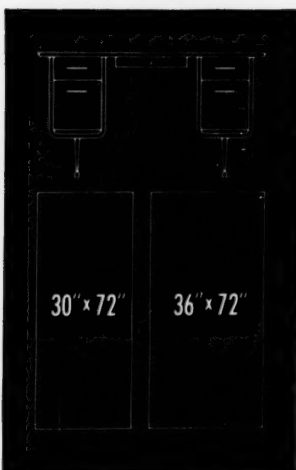
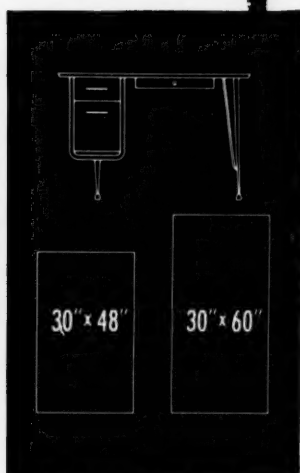
IT'S TIME TO THINK, AND ACT. Page Fence is expertly erected by technically trained firms conveniently located throughout the country. For illustrated PAGE data and name of nearest firm...

Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

BRUNSWICK'S

Teacher's
Pet!



Newest star in the Brunswick line of School Furniture of advanced design is this handsome, efficient teacher's desk.

Tailored to your needs—Completely functional, this desk is available in a size best suited to your requirements. Single pedestal—right or left hand—with your choice of two desk tops. Larger desks combine two pedestals with ample, conference size desk tops. Attractive punchboard knee panel is optional. Durable maple or plastic top. Lower drawer is standard file size.

See for yourself—In less than a year since its introduction installations of Brunswick School Furniture have brought new standards of design, new comfort and flexibility to classrooms across the country.

See this new furniture at any of Brunswick's 28 Branch Offices.

Brunswick

For full information, write to

THE BRUNSWICK-BALKE-COLLENDER COMPANY
623 South Wabash Avenue • Chicago 5, Illinois

No words
needed...



*Before ever he speaks a word, he asks your love.
In it begins the security he will need forever.*

*The whimper when he's hungry, the sigh of peace
when he's fed and warm, the cuddle of his sleepy
body—all these tell a need that never ends.*

*The need that none of us outgrows: to be safe and
secure in body and heart as long as we live.*

The security of our homes is a universal dream. That each of us is free to make secure the lives of those we love, is our peculiar privilege.

As we take care of our own, we also take care of America. Out of the security of each home rises the security of our country.

Your security and your country's begin in *your* home.

Saving for security is easy! Read every word—now! If you've tried to save and failed, chances are it was because you didn't have a *plan*. Well, here's a savings system that really works—the Payroll Savings Plan for investing in United States Savings Bonds.

This is all you do. Go to your company's pay office, choose the amount you want to save—a couple of dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in Series E Savings Bonds which are turned over to you.

If you can save only \$3.75 a week on the Plan, in 9 years and 8 months you will have \$2,137.30. If you can save as much as \$18.75 a week, 9 years and 8 months will bring you \$10,700!

For your sake, and your family's, too, how about signing up today?

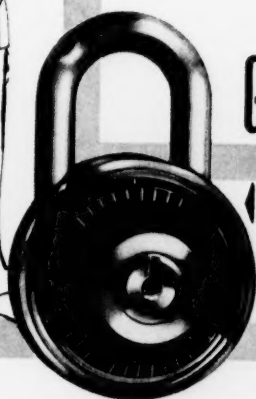
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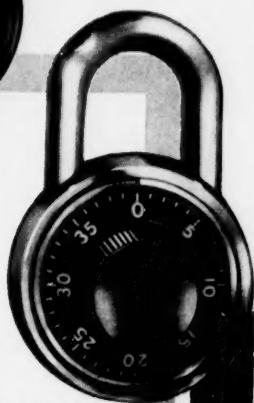
dependable

**SCHOOL
SENTRIES**
always
**ON
GUARD...**



No. 68-264 (Masterkeyed)

No. 68-265 (Not Masterkeyed)



NATIONAL LOCK combination self-locking SHACKLE LOCKS

Your locker security rests in capable hands with National Lock shackle locks. Heavy-duty shackle, double steel case, three-number dialing, handsome appearance, sound, sturdy construction... all team up to make National locks first in protection... first in popularity in schools the nation over. Write on your school letterhead for free sample lock. Ask, too, about the National Lock system of locker control. You'll find it simple, efficient, convenient.



NATIONAL LOCK COMPANY
Rockford, Illinois • Lock Division

Compare

✓ Every **FEATURE**

✓ Every **SPECIFICATION**

✓ Every **PERFORMANCE Angle**

You'll see it **COSTS LESS**

...to buy

AMERICAN



● You'll find *top quality* in every detail of the American DeLuxe—a time-and-labor-saving machine for polishing, scrubbing, buffing, steel wooling, disc sanding and grinding all kinds of floors! It's a working beauty—with precision-made parts... powerful special motor... bar-type safety switch... adjustable-angle handle, easily removed for carrying... motor and gear box air-cooled... brushes go on with a click of the switch, no tools needed... rugged construction... balanced for smooth performance, perfect control!

● All these quality features in American mean *faster, better* maintenance of floors... utmost dependability... minimum upkeep expense... long life! Let our qualified consultant in your area call and demonstrate how American DeLuxe can save time, labor and money for you on your floors. Of course, no obligation.

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☐ Water Pick-up

☐ Wet or Dry Vacuum

☐ Belt Sander

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\$104.50



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for schools

PUSH-BUTTON

Knight Automatic Tape Recorder

Judged "Best Buy" among recording experts and educators. Features unique Push-Button Keyboard for instant recording with remarkably faithful reproduction. Has 2-speed dual-track recording mechanism and efficient erase system. Records up to 2 hours on a single tape. For instant play-back, just push a button; also has push-button control of forward, reverse and stop functions. Records with excellent fidelity from microphone, radio or phonograph. Plays back through built-in amplifier and high-quality speaker. Simple to operate. Compact, attractive. Complete with microphone, 600-ft. reel of tape and take-up reel. Shpg. wt., 29 lbs.

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6-in-1 Radio Lab Kit
Amazingly instructive: builds receiver, broadcaster, oscillator, signal tracer, wave generator, etc. With all parts, tube, instructions.
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Popular 5 tube super-het radio project kit. Thousands used in shop training. Teaches radio construction. Complete with cabinet.
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268-PAGE
1954 CATALOG

Send for the leading buying guide to everything in electronics for the school: Sound and Recording Apparatus, Training Kits, Lab Instruments, Tools, Books, Electronic Parts, etc. Write for FREE copy today.



ALLIED RADIO

100 N. Western Ave., Dept. 10-A-4
Chicago 80, Ill.

**SHE WON THE CROWD
BEFORE SHE SANG . . .**

on a stage furnished
by **GREAT WESTERN**

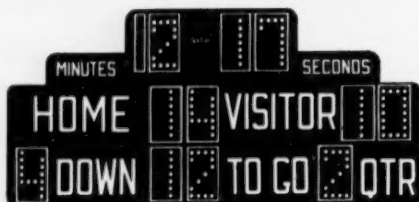


She doesn't have to worry about her critics, because she's "their little girl." But the same parent audience won't be so easy in judging your stage equipment. Let Great Western furnish you with the best. Everything for the stage . . . scenery, curtains, lighting, draperies, rigging, etc.

Write Today For Your Great Western Catalog

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OUT in FRONT



FAIR PLAY FB-50 FOOTBALL SCOREBOARD

For years Fair Play has been Out in Front with the finest features in scoreboard equipment. Controls are handled by simple, fast working telephone dials. The FB-50 is big, attractive and dependable. For the best in scoring equipment, specify Fair Play. See our exhibit at the N.E.A. Convention. Atlantic City in February.



FAIR PLAY MFG. CO.
73 Thayer St., Des Moines, Iowa



Use Timber for Modern School Design

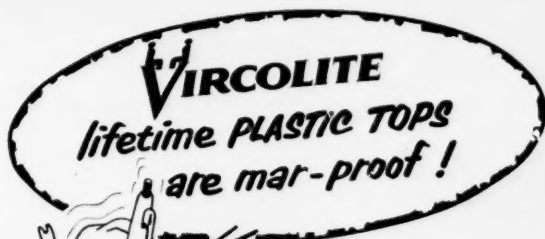
Primary room in Washington Elementary School, Centralia, Washington. Size 32 x 32 ft. Glued laminated timber beams spaced at 10 feet 8 inches support roof structure including monitor which directs light into the interior of the room. Architect: William Arild Johnson, A.I.A., Seattle.

Borrowing from years of happy experience with engineered timber construction of industrial plant buildings, architects by the score are now using glued laminated structural members of Timber Structures, Inc., in designing their schools. Results are the same—time-saving construction, genuine economy, minimum maintenance, effective resistance to destruction by fire, and adaptability for efficient, functional operation. . . . Outstanding examples of timber school construction are shown in the color booklet, "Modern, Functional Schools". Get your free copy from your nearest Timber Structures office, or write us.

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Offices in Ramsey, N. J.; Chicago; Detroit; Kansas City; St. Louis; Minneapolis; Columbus; Omaha; Des Moines; Wichita; Dallas; New Orleans; Birmingham; Memphis; Charlotte; Louisville; West Hartford; Seattle; Spokane; Eugene; Richmond, California; Peterborough, Ontario; New Westminster, British Columbia.



"BALL POINT PENS
CAN'T HURT IT!"



#108 Tablet
Arm Chair

VIRCO school furniture

These rugged and handsome desks, tables and chairs help pay for themselves in maintenance savings alone!

"No glare" Vircolite tops* are impervious to scratches, gouges, stains, cleansing agents... require no refinishing.

Frames are of high-strength tubular steel with smooth, chip resistant finish.

*Also available in solid Eastern Maple.



#464 Two
Pupil Table



#460 One
Pupil Table



#729 Lift
Lid Desk



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Side Chair

Free catalog upon request. Send us your specifications and bid forms!



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Vol. 53, No. 1, January 1954

LOST AND FOUND

LOST... Several School Kitchens and Cafeterias

FOUND... NACO Portable Electric Food Cart with Full-Course Meals for 300 Hungry Students

SAVED... Thousands of Important School-Budget Dollars



Detachable insulated cover used when cart is in transport.

Kitchens and cafeterias are no longer necessary in today's modern school. One central school kitchen prepares meals for all the other schools at much lower cost... sends them back by truck in the NACO Portable Cart. Just plug NACO in an electric outlet and serve... right in the gymnasium or auditorium. About 300 Oven-Hot meals are kept in three, insulated, "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. NACO Portable Cart is designed to fit into a serving line.

Write for full information and cost analysis of this plan and names of schools now successfully using NACO Carts.

NACO PORTABLE FOOD CARTS...

Lower costs
Hot meals
Dry heat
Less food waste
Insulated sections
Special "cool" section

300 meal capacity
Easy to clean
Less Maintenance expense
Portability—just roll in
No special wiring
Sectional heat regulators

ATLAS Division

National Cornice Works
1323 Channing St. • Los Angeles 21, Calif.
Export Division: 301 Clay St., San Francisco, Calif.



Don't be tied to the wall!

FOLDING TABLE SETS

MULTI-PURPOSE ROOMS



Rot-Fol *

One of nine schools in Bellflower, California, equipped with ROL-FOL. Kistner, Wright & Wright, Architects and Engineers, Los Angeles.

INSTANTLY DETACHED:

Tables and/or benches are instantly and individually unlocked from the cabinet and rolled about for various groupings and multi uses. The same key that unlocks the table and benches from the cabinet to roll out and unfold, also unlocks the extended table and benches to detach from the wall.

INTERCHANGEABLE:

Any height table or bench will operate together in any cabinet, instantly interchanged without tools.

MULTI USES:

In a matter of minutes the room can be set up for cafeteria, or rearranged for classes, assemblies, P. T. A. meetings, social functions, etc. This exclusive unlocking feature creates the multi-purpose room.

8 GRADED HEIGHTS:

Available in 8 graded sizes for all age groups. Standard table heights are 23" to 30", and benches 13" to 20", in increments of 1 inch.

NO STORAGE PROBLEM:

When it's "clear the decks", ROL-FOL is simply and easily rolled and folded into the steel cabinet, leaving the floor area 100% clear for other activities. Cabinet will fit in a 2 x 6 stud wall. Mounted on the wall, cabinet "sticks out" only 6".

EASILY INSTALLED:

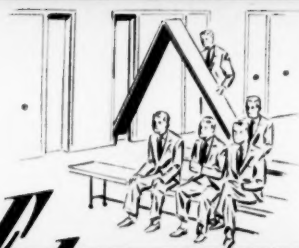
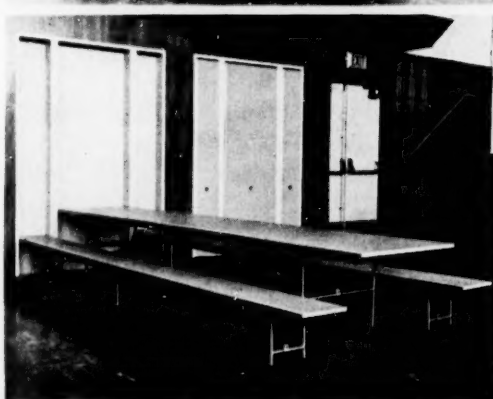
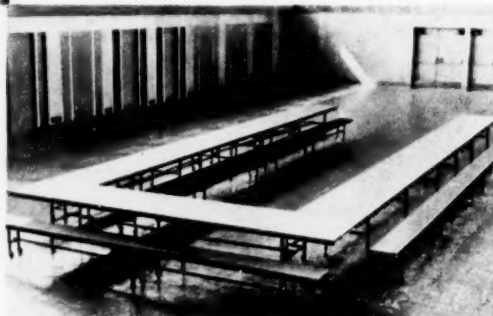
ROL-FOL is simple in design and operation. No trained mechanic needed. Requires approximately 1 man hour to install either "in-the-wall" or "on-the-wall" model.

QUALITY:

Made of the finest materials selected to fulfill each exacting requirement. NEW . . . EXCLUSIVE . . . CLEAN-LINED STYLING PLUS 100% FUNCTIONAL FLEXIBILITY. ROL-FOL adds to your school a fine piece of furniture.

COMFORTABLY SEATS 20 CHILDREN:

Table and benches are 13'-11 3/4" long. Benches are 11 3/4" wide; the table is 30" wide. These extra widths were designed to accommodate both children and adults.



8467 MELROSE PLACE
LOS ANGELES 46, CALIFORNIA

Rot-Fol *

PAT. APPLIED.
FEDERAL TRADE MARK
REGISTRATION APPLIED FOR

What's New FOR SCHOOLS

JANUARY 1954

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 160. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

80 Rooms Served by Central Control Sound System



Microphone, radio and recorded programs can be distributed throughout schools up to 80 rooms with the new Model S220 Dual-Channel Central Control Sound System. Two-way intercommunication is also provided with any or all rooms.

The new unit is housed in an attractive all steel studio-type console. The Main Channel "A" panel selects any of three microphones or room return and mixes with any of four programs; radio, phonograph, tape recording or remote programs. Channel "B" program panel also includes intercommunication facility. Any FM or AM radio program can be selected.

The switch panel permits selecting any or all rooms up to 80 for distribution of any two programs, for intercommunication and for room return. The communication panel permits two-way conversation. The automatic changer plays records of all sizes and speeds. An optional transcription player or tape recorder is also available. **Rauland-Borg Corp., Dept. NS, 3515 W. Addison St., Chicago 18. (Key No. 188)**

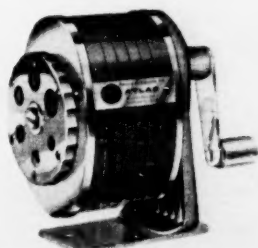
Provide Pencils and Make Money

The new Automatic Pencil Vendor offers a convenience to pupils and teachers by making a pointed pencil immediately available for five cents. At the same time, the school can earn funds for athletic teams or other groups or projects. Pencils come in school colors with the school name imprinted. The vending machine is of foolproof design with only

two moving parts. It requires no upkeep and can be serviced by students. It is 16½ inches high, 6½ inches deep and 10½ inches wide. It can be installed in any handy location. **Reliance Pencil Corp., Dept. NS, 22 S. Sixth Ave., Mount Vernon, N.Y. (Key No. 189)**

Durable All Steel Pencil Sharpener Developed for School Use

Designed to fill the need for a low cost pencil sharpener that will withstand constant and rugged usage, the new Apsco Atlas is of all-steel construction. The frame of heavy gauge steel is welded to a solid steel base. Three screw holes permit rigid permanent installation. The replacement ring gear and bearing make it unnecessary to demount the base after the initial installation. The heavy duty cutter head and cutter are designed for



easy installation of replacement of cutters when needed.

The Atlas is finished in grey hammerloid with chrome trim. It can be mounted on a wall, window sill, desk, under shelves or in any other suitable location. **Apsco Products Inc., Dept. NS, 336 No. Foothill Rd., Beverly Hills, Calif. (Key No. 190)**

Tempered Glass Doors Are Glareproof and Clear

A new Herculite tempered glass has been developed for use in all-glass doors. The glass does not turn color when exposed to sunlight. It reduces glare and reduces the iridescent effect found under certain lighting conditions. The new glass can be decorated by fired-on ceramic colors or by sandblasting. **Pittsburgh Plate Glass Co., Dept. NS, 632 Duquesne Blvd., Pittsburgh 22, Pa. (Key No. 191)**

(Continued on page 140)

"Durapress" Parfait Added to Glass Line

The line of attractive, economical and durable glass dishes known as "Durapress" now includes a parfait. This matches the line of sherbets, sundaes and sodas available in the line. The parfait has a heavy glass base, is modern in shape and has an easy-to-clean design. It is strong and durable and is low in cost. The new parfait, as the other items in this attractive glass line, makes it possible to offer more attractive food service. **Libbey Glass, Dept. NS, Toledo 1, Ohio. (Key No. 192)**

Display Rack for Magazines Simplifies Handling

Popular sized magazines and periodicals can be displayed for easy reference in libraries or classrooms with the new Halverson Magazine Rack. The 20-P is an all-steel rack designed to fit into any room decoration. It has space for displaying 30 popular sized magazines and newspapers. The dividers and pockets are designed with a backward tilt to protect the publications from bending forward, thus ensuring neatness and simplifying selection and handling. The new rack is 30 inches high and takes up a minimum amount of floor space for the number of publications displayed. It is



finished in baked-on gray hammerloid enamel. **Halverson Specialty Sales, Dept. NS, 1219 W. Chestnut St., Chicago 22. (Key No. 193)**

What's New ...

Rubber-Covered Athletic Goods With Extra Long Life

All major advances in the manufacture of rubber and rubber-covered athletic goods have been employed in developing the 1954 Voit line of athletic equipment. The result is added economy and long life in the new line. Improvements in construction methods and materials eliminate uneven wear and retain official specifications during the life of the equipment. Voit's Armor Red for the core is a new reinforced fabric of special red rubber which serves as a cushion and insulates against the wearing action of shock and friction. This, combined with Voit uni-polar construction method produces a strong core which has no weak spots, because of uniform wrapping and evenly distributed overlap. The new laminated Veon rubber cover applied over this core provides uniform thickness.

Other new developments in the Voit line include a new super-butyl bladder which holds official playing pressure for many months. A new Protector-Kote guards against checking and weathering caused by heat, sun, oxygen and ozone and resists scratching and scuffing. A black and white ring design around the valve, called the "Bullseye," is used to identify the improved 1954 line. **W. J. Voit Rubber Co., Dept. NS, 1600 E. 25th St., Los Angeles 11, Calif. (Key No. 194)**

Streamlined Peeler Easily Maintained

The new Model P-30 potato and vegetable peeler developed by Colt is a compact, streamlined unit which is designed for easy installation and maintenance. It has a capacity of 30 pounds of potatoes



or vegetables per load and peels rapidly and cleanly with maximum protection against waste. The peel trap is built in and the cylinder interior, including the chute door, is entirely coated with abrasive.

The discharge chute is locked or un-

(Continued on page 142)

locked by means of a finger touch lever-cam. The cylinder is easily removed for thorough cleaning if desired. A permanent water connection is provided and a vinyl-type flexible hose supplies water for flushing away waste during peeling operations. It also provides means of flushing out the interior of the machine, discharge chute and peel trap cavity. **Colt's Manufacturing Co., Dept. NS, Hartford, Conn. (Key No. 195)**

Floor Maintenance Machine Lowers Costs

Floor maintenance can be simplified and costs reduced with the combination vacuum-polishing unit recently introduced. The machine cleans, vacuums and polishes in one simple operation. The Columbus Multiple Unit Model 12 is precision built, with nickel plated metal parts. It is powered by a universal motor, operates from any light plug and has as a 12 foot grease-resistant cord. Twin rotating brushes dry clean all types of floors without dust and without grinding dirt into the surface. Wax is distributed evenly and buffed with a dry luster. The machine is sturdily built, well balanced and simple to operate. **Columbus-Dixon, Inc., Dept. NS, 333 E. 23rd St., New York 10. (Key No. 196)**



1310 stacker
10 to 15" high



K18/2
14 to 18" high



K111
12 to 18" high

K1212 chair
10 to 18" high
K801 desk
14 x 20" or 18 x 24"

engineered for long school life

school furniture ... sturdily constructed by Thonet to stand hard use and abuse ... designed for beauty, comfort and correct posture, and engineered* for lasting durability.

*THONET'S famous bending and molding processes eliminate troublesome glue joints.

IN INSTITUTIONAL SEATING



SPECIALISTS SINCE 1830

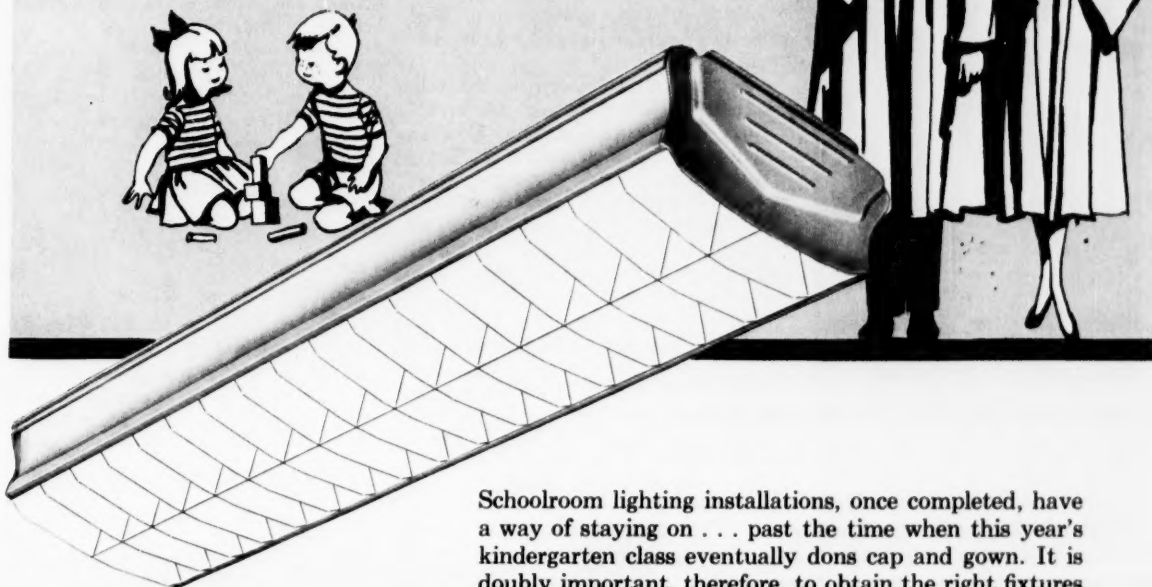
Tell us your needs.—We'll send full illustrative material.

THONET INDUSTRIES INC. dept. G1

One Park Avenue, New York 16, N. Y.

Showrooms: New York • Chicago • Los Angeles • Dallas • Statesville, N. C.

Garcy Visualiers *will see them through!*

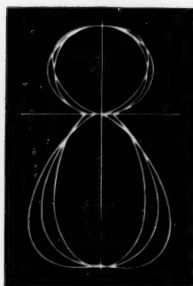


Garcy "Visualiers" provide full 45° shielding *plus illuminated side panels*. The "Visualier" Series is available in 2 lamp and 4 lamp units, for 4 ft. standard as well as 4 ft. or 8 ft. slimline lamps.

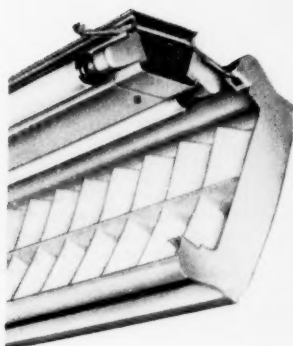
Schoolroom lighting installations, once completed, have a way of staying on . . . past the time when this year's kindergarten class eventually dons cap and gown. It is doubly important, therefore, to obtain the right fixtures in the first place.

Garcy's "Visualier" is eminently qualified. Lighting efficiency far exceeds I.E.S. and A.I.A. school lighting specifications . . . as to light utilization, light distribution, shielding and low surface brightness.

Of equal importance, the "Visualier's" high level lighting efficiency can be readily maintained. The large louver cells are easily cleaned from the floor with a brush or vacuum. All-metal construction means no breakage or warping. Garcy's exclusive one-piece louver design contributes time-defying durability. Detailed literature and E.T.L. data will be sent on request.



Louver shield consists of a one-piece stamping . . . an exclusive Garcy development. No rusting of welded parts . . . no loosening due to vibration . . . and far more inherent strength.



GARCY

GARDEN CITY PLATING & MFG. CO.

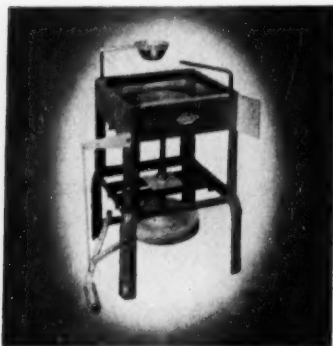
1724 N. ASHLAND AVE., CHICAGO 22, ILLINOIS

What's New ...

Treadle Wheel for Vocational and Art Training

Adjustable in height, the new Craftool Treadle Wheel will have many uses in vocational and art departments. The foot treadle can be used for either left or right action and has three speeds. The heavy cast aluminum head is of the reversible type. The 75 pound balanced fly wheel is mounted on a one inch shaft and runs on two self-aligning ball bearings.

A removable plastic tray, 20 by 20 by 4½ inches in size, is easily cleaned and



a natural drain is provided. The tension bolted steel construction practically eliminates vibration in the machine and all

fittings are oxidized against rust. Craftools, Inc., Dept. NS, 401 Broadway, New York 13. (Key No. 197)

Automatic Printing Calculator Facilitates Figure Work

Fast, easy and accurate figure work is assured with the new Model 99 Automatic Printing Calculator. The high speed mechanism automatically calculates, proves and prints on tape any problem involving fully automatic multiplication, division, addition or subtraction. Even with complex factors, high operator output is obtained with the new machine.

Features of the ten-key, touch-method keyboard machine include the Simpli-Tape, Automatic Clearance, Constant Multiplication and Total Control. Simpli-Tape provides proof of figure work accuracy, eliminating superfluous steps and increasing the readability of the tape for record purposes. The calculator clears automatically at the end of each problem, but it can retain a multiplicand indefinitely if desired. This is the basis of the Constant Multiplication. The machine utilizes automatic short-cut multiplication. It is cushion-powered for reduced noise and vibration. Remington Rand Inc., Dept. NS, 315 Fourth Ave., New York 10, (Key No. 198)

(Continued on page 144)

Quick Heat To Remote Radiators

Remote radiators, mains, risers and cold areas can be quickly heated without the necessity of overheating the entire system with the Heat-Timer Varivalve. A heavy-duty phosphor bronze bellows inside the patented all purpose air valve provides positive closing of a large venting orifice, thus assuring rapid venting. The venting return can be varied to meet requirements, thus bringing heat quickly to places of need and resulting in fuel saving. The system offers more efficient heating at lower cost.

When Varivalves are used to replace ordinary valves the orifice can be adjusted for a perfect balance throughout the heating system. Operation is noise-



less and there is no hissing or cracking. Varivalve is designed to operate on any one inch steam system. Heat-Timer Corp., Dept. NS, 657 Broadway, New York 12. (Key No. 199)

4 RUGGED REASONS WHY MURDOCK'S YOUR BEST BUY!

- (1) **NON-FREEZING**—always on the job—in any weather;
- (2) **CAN'T BE CONTAMINATED**—by flooding or any ground source;
- (3) **PREVENTS WATER WASTE**—thru foot-operation which eliminates forgetfulness;
- (4) **TROUBLE FREE**—rugged brass and bronze construction withstands toughest use.

Write for **FREE** Catalog.

The Murdock Mfg. & Sup. Co.
Cincinnati 2, Ohio

OUTDOOR
DRINKING
FOUNTAINS

MURDOCK

HYDRANTS
STREET
WASHERS



Partners in security

RP-5

RD-2

Serving America's schools
for more than 30 years

DUDLEY LOCKS

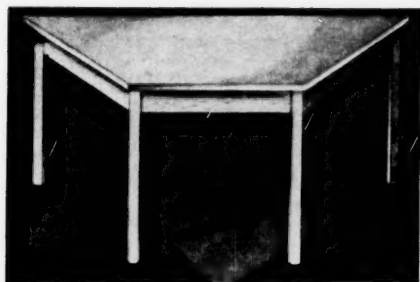
Send for Dudley's descriptive catalog and details of the Dudley Self-Financing Plan.

You can expect years of trouble-free service from these rugged, dependable Dudley combination padlocks—unexcelled for quality, popular with users everywhere. Team them with Master Chart Control and watch locker troubles vanish.

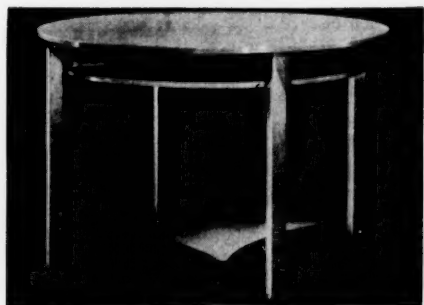
Dudley's master-keyed P-570 combination padlock gives you the safest key control system yet devised. The secret is Dudley's exclusive master key, that even commercial locksmiths find hard to duplicate.

DUDLEY LOCK Corporation

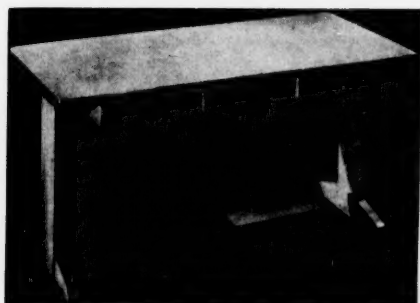
DEPT 110, CRYSTAL LAKE, ILLINOIS



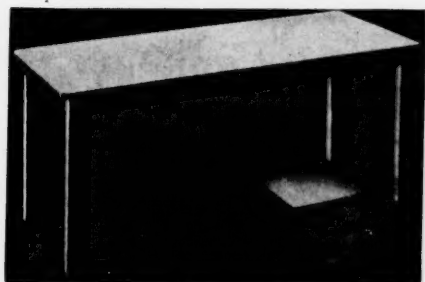
Trapezoidal Multi-Mode Table, No. 2330



Round Table, No. 2320



Study Table, No. 2310

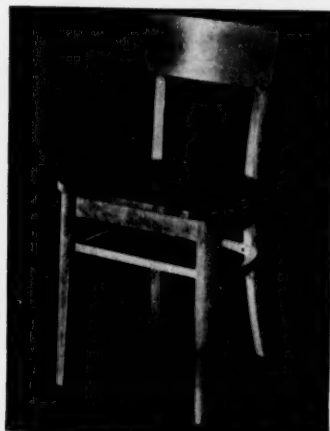


Utility Table, No. 2300

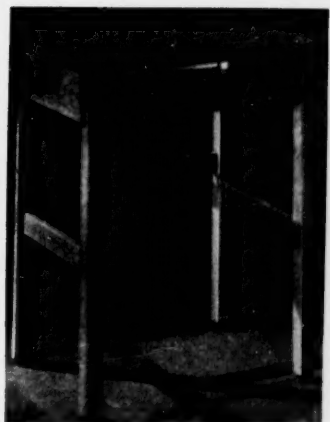
For maximum flexibility... National Modular School Furniture fulfills every classroom requirement

With the exclusive NATCOLITE Laminated School Top

Here is a complete line of multi-functional school equipment, designed to meet the specifications of modern teaching techniques. This furniture is completely versatile—easily arranged and rearranged to allow for an infinite variety of uses. Every desk and table in the National line has a Natcolite school top, surfaced with Nevamar plastic laminates in wood-grain patterns, specially developed and tested for uniform, low light reflectance and banded with matching Wynene plastic edging. The Natcolite top withstands years of punishment and eliminates maintenance problems, because it never needs refinishing or resurfacing. National School Furniture is highly efficient and modest in cost—adaptable to any school budget.



**National School Chair,
No. 2610 Deluxe
No. 2710 Standard**



**National School Desk,
No. 2020 Deluxe
No. 2120 Standard**

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND

What's New ...

Protection and Beauty In Wire Glass

Polished Misco is a new wire glass combining the utmost in protection with modern beauty. The almost inconspicuous diamond netting results in an attractive glass which retains all the fire retardant qualities of wire glass and meets the requirements of the Underwriters' Laboratories for any application in which the use of wire glass is permissible. The new product was developed as a result of many requests from architects and engineers for a more attractive protective glass. It is designed to remain in an opening even after cracking or accidental breakage, thus making it suitable for use in skylights, overhead glazing, vertical window sash or situations in which flying glass would be dangerous. **Mississippi Glass Co., Dept. NS, 88 Angelica St., St. Louis 7, Mo. (Key No. 200)**

Versatility and Utility Offered in Chair Desk

An attractive and useful chair desk has been developed by the attachment of a trapezoidal desk top to the basic Brunswick chair. A guest chair and a tablet-arm chair can also be provided from the basic chair with simple attachments. The

compound-curved seat and back and the resilient back support structure make the units comfortable. Rubber-mounted floor glides add to the resiliency of this four-in-one unit.

A large work area is provided in the



detachable desk top and extra elbow space is offered by the trapezoidal shape. The top is available in durable $\frac{3}{8}$ inch plywood with a plastic facing as an optional feature. It is also available with a $\frac{1}{4}$ inch solid wood top. The Brunswick uni-structure design provides complete structural support in the frame without the use of the seat and the back as a bracing factor. The unit is attractive and a wire book rack can be easily attached if desired. **Brunswick-Balke-Collender Co., Dept. NS, 623 S. Wabash Ave., Chicago 5. (Key No. 201)**

(Continued on page 146)

Onion Soup Quickly Prepared with New Mix

A new French Onion Soup mix for quantity cooking has recently been introduced. Developed by Constance Conover, Quantity Food Recipes Director, the soup is prepared merely by adding water to the mix and allowing it to simmer for approximately 25 minutes. The mix contains dehydrated onions and is seasoned with spices. It produces a tasty, nourishing soup at a low cost, with a minimum of effort. **Continental Coffee Co., Dept. NS, 375 W. Ontario St., Chicago 90. (Key No. 202)**

Chemical for Ice Removal

The X-73 Ice Remover is a chemical designed to melt ice and thaw snow faster than salt and to reduce the cost of cleaning steps, walks and drives covered with snow or ice. The product also works as a rust inhibitor which protects machinery, drains and gutters. It is produced in the form of coarse granules and is used by sprinkling lightly over icy surfaces. It spreads itself thoroughly to melt ice and snow. It is supplied in 100 and 200 pound fiber drums and waterproof paper bags. **The Monroe Company, Inc., Dept. NS, 10703 Quebec Ave., Cleveland 6, Ohio (Key No. 203)**



The HEART of
LOXIT FLOOR-LAYING SYSTEM

Simple—Practical—Economical. Controls expansion. Compensates for contraction. No special tools required. A "must" for wood floors laid on concrete in large areas—gymnasiums, field houses, auditoriums, ballrooms, shops, etc. Lays strip wood flooring mechanically. Only three parts; the Loxit channel, the Loxit anchor and the Loxit clip. Write for details and samples.

LOXIT SYSTEMS, INC.
1217 W. Washington Blvd., Dept. PA 5, Chicago 7, Illinois

STORE TABLES QUICKLY, EASILY

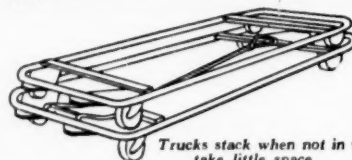


with

BTC TABLE TRUCKS

Solve your table storage problems by relying on new space-saving, time-saving BTC Table Trucks. These sturdy trucks hold 12 oblong tables, stacked top to top to protect surfaces in storage. They take a minimum of space . . . allow one man to handle the entire gather-move-store operation. Trucks have steel tubing frame, 68" x 32", all-steel detachable handle, 5" ball bearing rubber-tired wheels.

WRITE
FOR FOLDER



Trucks stack when not in use, take little space.

THE BREWER-TITCHENER CORPORATION, CORTLAND, N. Y.



New Additions to Coronet's world history series

HERE are the newest additions to Coronet's popular World History Series . . . 16mm sound motion pictures which link the important past events of history to the economic, social and political developments we witness in the world today.

THE STORY OF PREHISTORIC MAN (1 reel)—Reconstructed from authentic evidence, here is a visual description of the life of prehistoric man, his probable appearance, his habitat and his achievements. \$50 B & W—\$100 Color.

ENGLISH HISTORY: EARLIEST TIMES TO 1066 (1 reel)—The building of Anglo-Saxon England, with emphasis on the many different peoples and cultures which were its ingredients, is the central theme of this film. \$50 B & W—\$100 Color.

ENGLISH HISTORY: NORMAN CONQUEST TO THE 15TH CENTURY (1 reel)—This overview of medieval England covers the tumultuous period from 1066 to the decline of feudalism, and stresses the growth of the limited monarchy as the unique form of English democracy. \$50 B & W—\$100 Color.

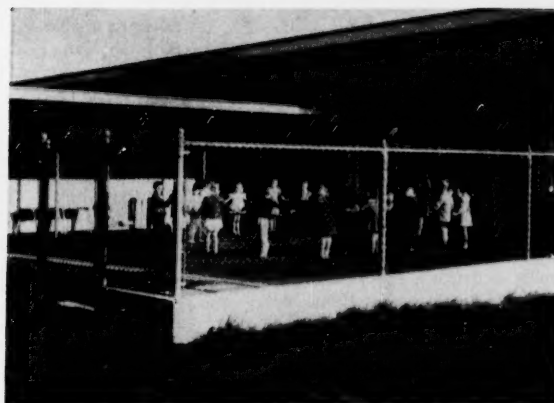
ENGLISH HISTORY: TUDOR PERIOD (1 reel)—The growth of the national state under the dynamic Tudors is treated in this film, with a special examination of the reign of Queen Elizabeth and the rise of England as a leading world power. \$50 B & W—\$100 Color.

Other titles in the World History Series, listed in historical chronology, are:

Our Inheritance from the Past	The Medieval World
Ancient World Inheritance	The Meaning of Feudalism
Ancient Mesopotamia	The Mohammedan World: Beginnings and Growth
Ancient Egypt	The Renaissance
Our Inheritance from Historic Greece	Age of Discovery: Spanish and
Ancient Greece	Portuguese Explorations
Ancient Rome	The Meaning of the Industrial Revolution

Plan now to add Coronet's complete World History Series to your permanent film library . . . for repeated use in social studies classes. Each is closely correlated to your curriculum. For full information on the Coronet World History Series, or the individual titles of your choice, write to:

Coronet Films
Dept. NS
Coronet Building
Chicago 1, Illinois



CYCLONE... *the fence that "thinks"* *for children*

● Children at play just can't be expected to remember to stay in the school yard. They're bound to forget—to chase a rolling ball or follow an interesting dog. That's why more and more school boards are selecting Cyclone Fence to enclose play areas.

Cyclone Fence has many outstanding features which make it especially suitable for a school playground. Its sturdy chain link fabric, galvanized *after weaving* for maximum corrosion resistance, has no sharp, protruding points to cut children or tear their clothing. This fabric is stretched and attached to strong, concrete-set posts that are amply strong to withstand years of pushing by playful children. Every height and style of Cyclone Chain Link Fence can be equipped with easy-opening, non-sagging gates.

Before you make plans for your new school playground, why not get complete information on Cyclone Fence? Our experienced engineers, located in principal cities, will be happy to supply you with data, and advice on your particular school fencing job. And, in the meantime, write Cyclone Fence, Department M-14, Waukegan, Illinois, for free literature on Cyclone Fence and Gates.

**NO JOB IS TOO LARGE—
NO JOB IS TOO SMALL FOR CYCLONE***

Cyclone Fence
Dept. M-14
Waukegan, Ill.

Please send me without obligation, complete information on Cyclone Fence and Gates.

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*Cyclone is the trade-mark name of fence made only by Cyclone. Accept no substitute.

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UNITED STATES STEEL CORPORATION
WAUKEGAN, ILLINOIS • SALES OFFICES COAST TO COAST
UNITED STATES STEEL EXPORT COMPANY, NEW YORK**



U·S·S CYCLONE FENCE

UNITED STATES STEEL

What's New ...

Bambino Copying Unit Provides Low-Cost Service

A small, low cost, efficient copying machine has been designed for use in large or small institutions or offices. It makes positive, dry copies of anything written, typed, printed or drawn on translucent paper in a minimum of time. Called the Bambino, the new model is only slightly larger than an electric typewriter. It permits the making of extra copies of any data, for any use, without delay and



without taking the time of stenographers or typists.

The Bambino can be used for pupil or student records. By having one copy of the original record made on translucent paper, any number of additional copies needed can be made quickly for various departments and files. Routine correspondence, reports, orders, records and

other forms are quickly reproduced with the Bambino, eliminating re-typing and checking. **Ozalid, Dept. NS, Johnson City, N.Y. (Key No. 204)**

Safety and Polish in Non-Slip Floor Wax

Saf-Flor is a rubber base wax which is self-polishing and non-slip. It is easily applied with a damp mop and requires no rubbing or buffing. It is cleaned with a neutral cleaner and retains its attractive appearance through long use. **E. J. Scarry & Co., Dept. NS, 1620 Market St., Denver 2, Colo. (Key No. 205)**

Chain Basketball Nets Are Durable and Effective

Designed for use on either outdoor or indoor basketball courts, the new steel chain basketball nets are constructed for long wear without breaking, stretching, shrinking, raveling, scratching, tearing, tangling or ripping. They are easily installed and will withstand all weather conditions. Made to regulation size, the nets have the same outward appearance as cloth nets but are made of galvanized steel chain links with cadmium hooks. They are available for "No Tie" goals as well as for plain goals. **Jayfro Athletic**

(Continued on page 150)



Supply Co., Dept. NS, P.O. Box 1065, New London, Conn. (Key No. 206)

Roasting Pan Requires Minimum Oven Space

Designed for smaller institutions and limited oven space, the new "Turkey-Taker" Roasting Pan will hold a 25 pound turkey, yet requires minimum oven space. It has the Taste-Trough which permits the upper pan to rest into the built-in trough to seal in the juices. The pans have extra heavy-gauge aluminum to withstand severe wear, rounded corners for easy cleaning and they may be nested for convenient storing. **Harlow C. Stahl Co., Dept. NS, 1375 E. Jefferson Ave., Detroit 7, Mich. (Key No. 207)**

Which table belongs at the head of its class?



The one with the BASSICK Glide, of course!

• With Bassick Rubber-Cushion Glides on school furniture, there's real "silence in the classroom".

Flat, polished, hardened-steel base slides noiselessly and easily, protects floors and cuts maintenance. Cushioned in live rubber.

Write for free set, telling us whether for wood, flat metal or tubular metal furniture (giving inside dia. of tube). **THE BASSICK COMPANY, Bridgeport 2, Conn. In Canada: Belleville, Ont.**



75 YEARS OF CASTER LEADERSHIP



3-D in EDUCATION

Add another dimension
to your teaching with these three-
dimensional teaching-learning aids.

FOR WIDER PERSPECTIVE AND UTILITY

RELIEF MAPS Actually raised relief surface. Feel the mountains and lowlands. Physically colored.

RELIEF GLOBES New in 1954. A virtual model of the earth. Physically colored.

ANATOMICAL MODELS Life-size models of the human torso and head, with removable parts.

MUSEUM PREPARATIONS Specimens for Botany and Zoology.

BIOLOGY MODELS Magnified 3-D likenesses of subjects.



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DENOYER GEPPERT COMPANY

5235 Ravenswood Ave., Chicago 40, Ill.

Better SCHOOL SEATING FOR *Less!*

NORCOR

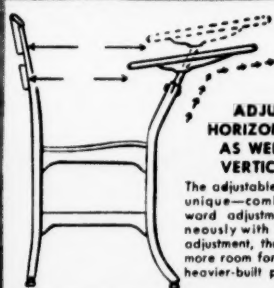
500 Series **CHAIR DESK**

NORCOR School Furniture is built to fit growing children, and the NORCOR 500 Series Chair Desk is no exception. It is designed to encourage correct school posture—to keep pupils comfortably alert and attentive.

But correct design is not all the NORCOR 500 series has to offer. It is strongly built for hard service,

and features like the adjustable desk top, non-tipping design and edge protected plywood seat, add long life and classroom utility.

Wherever the budget dictates the selection of the Chair-desk type of school furniture—you'll find the NORCOR 500 Series offers you better design, better appearance and better dollar value!



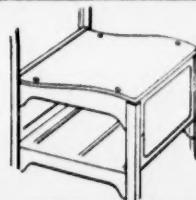
ADJUSTS HORIZONTALLY AS WELL AS VERTICALLY

The adjustable desk top is unique—combining forward adjustment simultaneously with its vertical adjustment, thus providing more room for the larger, heavier-built pupil.



NON-TIPPING

The wide fore-and-aft leg spread minimizes any tendency for tipping even when a substantial weight is placed on the forward edge of the desk top.



EDGE PROTECTED SEAT

The form-fitting seat made of clear-faced, resin-bonded plywood is edge-protected all around, and there are no sharp corners anywhere to cause discomfort.

The **NORCOR** *Desk Styled*

500 Series **TABLET ARM CHAIR**

For the higher grades, this desk-styled Tablet Arm Chair offers all the advantages of comfort and sturdy construction of the NORCOR Chair Desk with a uniquely shaped oversize tablet arm that offers unusually large working surface and wide arm support for writing.



The **NORCOR** *Line*

NORCOR MANUFACTURING COMPANY

Dept. N. GREEN BAY, WISCONSIN

Factories: Green Bay and Gillett, Wis. • Portsmouth, N. H.

SCHOOL FURNITURE DESIGNED TO FIT GROWING SCHOOL CHILDREN



UNEQUALED in APPEARANCE, DURABILITY

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FOLD-O-LEG
Tables

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Convert any room
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Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses

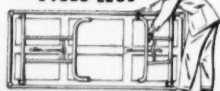


TOPS OF MASONITE
PRESWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



**MAXIMUM
SEATING
MINIMUM
STORAGE**



THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
**PORTABLE
FOLDING STANDS**

**EASY TO SET-UP
ON or OFF STAGE**



**RIGID, SAFE
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ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**



**LEGS FOLD UNDER FOR
MINIMUM STORAGE
STACK IN SMALL SPACE
SAVE TIME & LABOR**

**IMPROVE APPEARANCE
AND PERFORMANCE**

Better Acoustics and Discipline. Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

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MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS



**...if only
for THEIR sakes**

...learn how to protect yourself from death from cancer. They need you!

And for your sake and theirs you must keep on remembering that the best cancer "insurance" is:

FIRST... to make a habit of periodic health check-ups no matter how well you may feel, always including a thorough examination of the skin, mouth, lungs and rectum and (for women) the breasts and generative tract.

SECOND... to learn the seven danger signals that may mean cancer, and go straight to the doctor at the first sign of any one of them—(1) Any sore that does not heal (2) A lump or thickening, in the breast or elsewhere (3) Unusual bleeding or discharge (4) Any change in a wart or mole (5) Persistent indigestion or difficulty in swallowing (6) Persistent hoarseness or cough (7) Any change in normal bowel habits.

For other life saving facts about cancer, phone the American Cancer Society office nearest you, or address your letter to "Cancer"—in care of your local Post Office.

**American
Cancer
Society**



The NATION'S SCHOOLS

200

CHILDREN SAFELY ESCAPED RAGING FIRE

POTTER SLIDE
TYPE FIRE ESCAPE
in seconds instead
of minutes
MADE RESCUE POSSIBLE

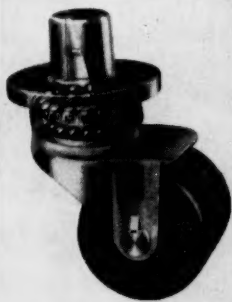
Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. SAFEGUARDING occupants of SCHOOLS, HOSPITALS and ALL PUBLIC INSTITUTIONS is assurance of family comfort and happiness when protected by POTTER SLIDE TYPE FIRE ESCAPES. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

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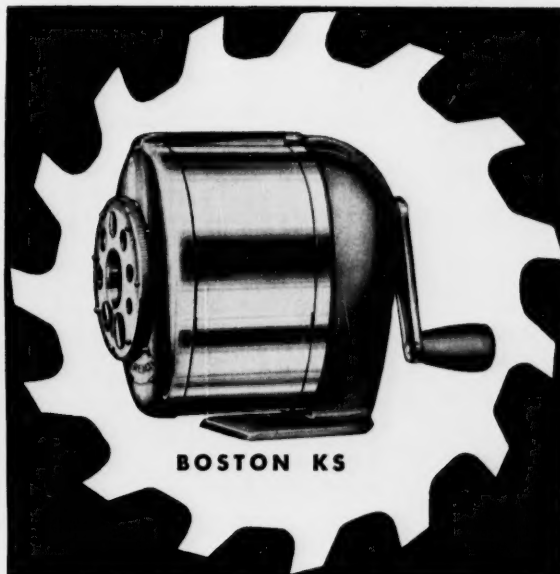


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BOSTON SPEED CUTTERS HAVE 30 CUTTING EDGES

The BOSTON speed cutter feature is a good solid reason for insisting upon BOSTON when ordering pencil sharpeners. 6 EXTRA CUTTING EDGES ON EACH BOSTON MACHINE. These husky solid steel speed cutters are the sharp answer to pencil pointing service. 25% more cutter means less putter.



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*Boston Sharpeners are backed
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Specify Bostons for "Trouble Free" Pencil Sharpeners

*The BIG name in
Pencil Sharpeners*

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PENCIL SHARPENERS

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CAMDEN 1, N. J. EST. 1899

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What's New ...

Wet or Dry Cooling Offered in Beverage Cooler

The new Beverage-Air Cafeteria Bottle Cooler can be converted by a simple turn of a control knob for wet or dry cooling. It is available in two models. CA63-SW has a capacity of 19 cases of six ounce bottles or 468 half-pints of milk. The CA48-SW provides space for 12 cases of bottles or 340 half-pints of milk.

The cabinet has a seamless, stainless steel top railing and stainless steel lids of either the sliding or the hinged type. Adjustable glides are furnished for leveling and adjusting to 32 or 33 inch counter height. It can be finished in stainless steel or colored exterior finish or in stand-



ard and white baked-on enamel. Glass-filler type water faucets and coil are also available. The Punxsutawney Co., Dept. NS, Punxsutawney, Pa. (Key No. 208)

Electric Adding Machine Custom Built

The new Custom Model Clary electric adding and subtracting machine has been especially developed for school administrative offices, for use in business training classes and for other educational and institutional needs. It is speedy and silent in operation with modern, streamlined design. The machine also multiplies and divides and the "touch-contoured" keyboard, with alternating rows of flat and concave keytops, facilitates touch operation and reduces errors. Finished in two-tone green and gray, the machine is of sound-proofed construction. Clary Multiplier Corp., Dept. NS, San Gabriel, Calif. (Key No. 209)



a minimum of space on a desk and fits into a desk drawer. General Binding Corp., Dept. NS, 812 W. Belmont Ave., Chicago 14. (Key No. 210)

Plastic Binding Unit for Desk-Top Use

The PB-5 Combo is a desk-top unit for low-cost plastic binding that can be used even in a small institution. It handles both punching and binding operations on the same machine, thus simplifying the procedures. Loose sheets of all sizes and types can be quickly and easily plastic bound with the new machine. It punches ten to fifteen pages at a time and is built for years of service without maintenance. It occupies

Phonograph with 3-D Sound

A new table-model high-fidelity phonograph has been introduced by Webster which gives a three-dimensional effect to recorded music. Known as the Musi-cale, the unit has three speakers, one on each side and one in front, that create stereophonic sound. A new volume control permits regulating the sound from a whisper to full power without change in frequency response. The unit has a Webcor 121-type automatic three-speed record changer. Webster-Chicago Corp., Dept. NS, 5610 Bloomingdale, Chicago 39. (Key No. 211)

(Continued on page 154)

make one permanent* investment
... forget about replacements.

STACOR 4-POST DRAWING TABLE



DEALER
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INVITED



LIFETIME STEEL CONSTRUCTION

Rigid welded steel construction assures amazing durability under the heaviest use • table top adjusts to comfortable working angle • selected soft wood top • hard baked gray hammer-tone enamel finish • 8 board sizes, 2 heights

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For effective visual elementary
math teaching

PANA-MATH COUNTING FRAME ABACUS TYPE



SIZE 20" x 32"

Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math ... highly commended by teachers, principals and boards (Pat. Pend. ... Reg. App. for)

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DEPARTMENT NS

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Send for "Manual
for Teaching with
Counting Frame"
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Dodes.



STRETCH YOUR SCHOOL LUNCH BUDGET DOLLAR WITH "AerVOID" HOT FOOD, SOUP AND LIQUID CARRIERS

Present-day costs of kitchen equipment and labor for every school in a school system quickly play havoc with school lunch budgets.



The answer is "More centralized food production," saving the expense of duplicating food production setups in a number of locations.

Centralized production and distribution of hot foods and liquids is today "established practice," made so by AerVOID vacuum insulated hot food and liquid carriers which provide a practical and economical means for serving a number of different schools with hot foods from one centralized location.

You can't raise the cost of meals to the children, but you can "stretch your budget dollars" with AerVOIDs. Our food consultants will help you with suggestions without cost.

Circular NS-53 tells exactly how one city's schools saves money with AerVOIDs. Write for your copy today. No obligation.

Vacuum Can Company
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New Lower Prices!

AMERICAN SEATING FOLDING CHAIRS OUTLAST ALL OTHERS!

UNEQUALED FOR STRENGTH

Engineered like a bridge of triangular-steel tubing! The four reinforcing cross-braces are rugged steel bars, shouldered against the inside of the tube and securely riveted outside.

UNEQUALED FOR COMFORT

Even portly people relax and say "Ah-h-h!" as they sit back in the extra-wide, extra-deep seats of special body-fitting design, their shoulders welcomed by deep-drawn back panels.

UNEQUALED FOR SAFETY

There are no snagging, pinching, or soiling hazards, no sliding or binding parts to pinch fingers. 5-ply birch plywood seats are hot-press bonded; edges rounded, won't chip or feather in long use. Chair can't tip forward in use.

UNEQUALED FOR CONVENIENCE

These chairs fold quickly, quietly, compactly, and are silent in use as well. Long-life tread-rubber shoes won't come off in use, cannot injure finest floors; can't slip, slide or rattle.



LOWEST PER-YEAR COST!
OVER 10 MILLION IN USE!
OUTNUMBER ALL OTHERS
IN SCHOOL USE

3 POPULAR SEAT STYLES

No. 54—5-ply formed Birch Plywood, hot-press bonded to permanent body-fitting comfort-shape. **No. 53**—Shaped Steel for rugged outdoor or indoor use. **No. 56**—Imitation-leather Upholstered, highest quality material over cotton padding on plywood base.

ALL METAL PARTS corrosion-resistant. Bonderized, followed by two coats of enamel—one coat dipped to insure internal coverage of tubes, eliminating rust and noise—an effect similar to automobile undercoater.

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☐ I am interested in _____ (quantity)

☐ Birch seats. ☐ Steel seats. ☐ Upholstered seats.

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HANDY STORAGE TRUCKS

Four styles, for general or under-stage use. Permit easy, fast, convenient storage. Swivel casters, removable handles, ample capacity.

Clamps for Sectional Grouping. Permit fastening chairs in sections of two, three, or four, one inch apart.

Steel Threshold. Available to lock chairs into position at ends of rows, 30" back to back, for three or more rows.

MAYLINE



MAYLINE

Has Furniture for Your Classroom

This C-7702 Art Table has a 20" x 24" metal edge, adjustable drawing top and a 10" x 20" metal edge reference top. Base and utility drawer is of oak finished golden oak.

Drawing table C-7703B has 30" x 42" solid basswood, metal edge, adjustable top. Roomy drawers are individually keyed. Board compartment holds six boards 21" x 26". Base is Oak finished golden oak.

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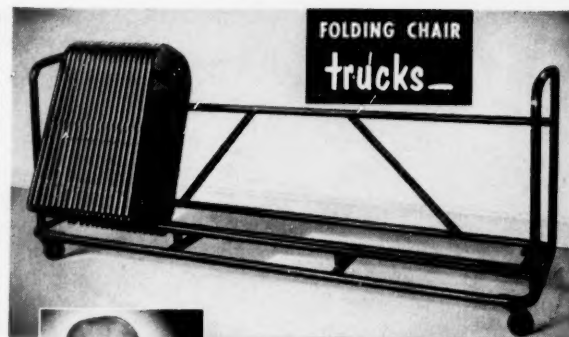


Superiority



MAYLINE COMPANY
Formerly
ENGINEERING MFG. CO.
631 NORTH COMMERCE ST.
SHEBOYGAN, WISC.

MAYLINE



FOLDING CHAIR
trucks—



For easier, faster stacking and mobility... space saving storage

Here's portable seating's most popular chair truck. Heavy gauge carbon steel tubing, electrically welded into one rigid integral unit. Roller bearing rubber tired wheels with ball bearing swivels. Standard tubular chair size holds 50 chairs. Standard Channel chair size holds 75 chairs. Custom-built sizes are also available.



Plus... Finest quality Tubular and Channel steel folding chairs

Krueger's complete line of steel chairs features types and models to meet every need and budget. Write for catalog, describing each chair in detail.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

NADEN

ELECTRIC SCOREBOARDS

A wide variety of types and sizes to meet your individual scoring requirements and budget. Illustration shows Basketball Model N-565, with Dial Timer and Instant-Vue numerals.

WRITE FOR CATALOG	No. 22 — Football No. 23 — Basketball No. 25 — Baseball
-------------------------	---



NADEN & SONS—Webster City, Iowa

**For Limited
Budgets—
For Accurate
Classroom Timing—**



Montgomery PROGRAM TIMERS

Cost Little To Install— Ring Bells, or Other Signals, Automatically

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformer, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—without variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery MANUFACTURING COMPANY

OWENSVILLE 6, INDIANA

OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

*HERRICK quality
really costs less!*



MODEL R5566
REACH-IN

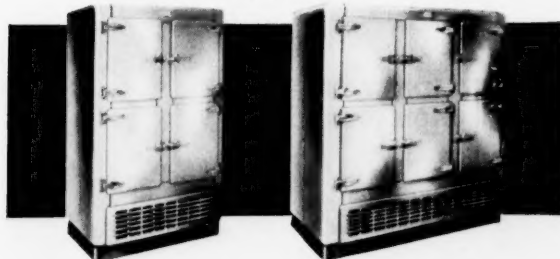


HERRICK

*** STAINLESS STEEL
REFRIGERATORS**

Because of their year-after-year durability, trouble-free performance and economical operation, HERRICK Stainless Steel Refrigerators actually cost less in the long run than many "inexpensive" units. HERRICK gives you more value per dollar, too, in easier cleaning and convenience to the chef. For complete food conditioning at lowest per-year-of-service cost, HERRICK is your best refrigerator buy. Write today for the name of your nearest HERRICK supplier.

**Here Are Two Other Popular
Top-Quality Herrick Models**



MODEL 5530FP
FREEZER

MODEL 55644B
REACH-IN

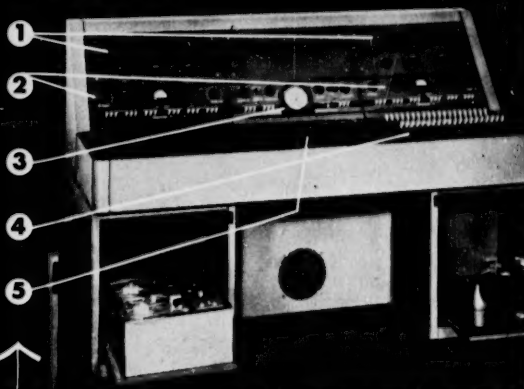
* Also available with white enamel finish.

**HERRICK REFRIGERATOR CO., WATERLOO, IOWA
DEPT. N., COMMERCIAL REFRIGERATION DIVISION**

HERRICK

The Aristocrat of Refrigerators

**the ultimate in CENTRAL CONTROL
ALL-FACILITY SCHOOL SOUND**



MODEL S260

Rauland

**Dual-Channel All-Program System
PLUS Intercommunication**

NOW, you can have the most complete program, distribution and operational facilities ever designed in a School Sound System. The RAULAND S260 Console, with facilities for up to 160 classrooms, simplifies administrative control, provides the most versatile distribution of microphone, radio, phonograph and recorder programs to enhance instruction, and offers simultaneous 2-way communication between any classroom and central control Console. Here, truly, is the ultimate in School Sound.

- 1 FM-AM RADIOS:** Two (2) supplied. Selects for distribution to any or all rooms, any radio program on the complete FM band or the entire AM standard Broadcast Band.
- 2 PROGRAM PANELS:** Two (2) supplied—selects any two of 6 microphones and mixes them as desired, or mixes one microphone with Radio, Room-Return or any one of 4 programs—Transcription Phono, Record Changer, Tape Recorder or Remote Line.
- 3 MASTER CONTROL PANEL:** Provides 2-way conversation with any room. Includes one-operation Emergency Switch placing Console microphone instantly in contact with any or all room speakers. Also includes for 2 automatic Program Clock and Monitor Speaker controls.
- 4 SWITCH PANEL:** Selects any or all rooms (available with up to 160 room capacity) for program distribution. Switches provide distribution for 2 programs, for intercommunication and for room-return.
- 5 TRANSCRIPTION PLAYER:** Plays records of all sizes and speeds, including 16" transcriptions. Record Changer and/or Tape Recorder may also be used with facilities to distribute all three programs.

WRITE FOR FULL DETAILS

RAULAND-BORG CORPORATION

Rauland-Borg Corporation

3515-N West Addison St., Chicago 18, Ill.

Send full details on RAULAND School Sound Systems. We have
... classrooms; auditorium seats

Name Title

School

Address

City Zone State

What's New . . .

Increased Strength in Combination Padlocks



A new line of stainless steel combination padlocks has been introduced. They incorporate greater strength and added security at no increase in price, according to the manufacturer. The new stainless steel case is rust-resistant and will retain its polished finish indefinitely. The case-hardened locking latch is virtually impossible to shear, and a built-in "sound effect" has been incorporated to prevent "feeling" combinations.

The Master No. 1500 regular combination padlock and the No. 1525 key-controlled combination padlock, constructed entirely of hard-wrought metals, with no delicate parts, have been especially developed for long wear in school use. Master Lock Co., Dept. NS, 2600 N. 32nd St., Milwaukee 45, Wis. (Key No. 212)

School Bus with Panoramic Vision

Panoramic vision for the driver is provided in the new Monobuilt School Coach. The large slanted windshields, curved-corner and side windows and large window opposite the driver, just forward of the entrance door, permit a full closeup view in all directions. The mirror locations give the driver complete coverage of the sides and even the front of the coach during loading and unloading periods. All of these advantages are to ensure greatest possible safety.

The forward control unit is highly maneuverable. It is powered with the International Harvester Red Diamond Engine in the 406 and 372 cubic inch sizes. The engine is along side the driver in the front. A small door in the hood enables the driver or mechanic to check the oil, the coil and the distributor from the interior. The brakes give absolute control forward, backward, on straight-away or hill. The all welded steel construction features double row riveting at each body post to give a "cradle of steel from wheel to wheel" for added safety and strength. The modern, roomy, well-ventilated interior has spacious, Oneida posture-designed seats, built to stand heavy usage. The coach was designed especially for use in congested

(Continued on page 156)

areas or for extra-curricular activities. Oneida Products Corporation, Dept. NS, Canastota, N. Y. (Key No. 213)

Economy Floor Machine Available in Four Models

All of the features included in the Speedboy Deluxe floor maintenance machines are included in the new utility model known as the Speedboy Special. This is an economy machine which is available in four models, the smallest having a 12 inch brush spread. The new model has Silent-Flo drive and other



Advance features for efficient operation. Advance Floor Machine Co., Dept. NS, 2613 Fourth St. S. E., Minneapolis 14, Minn. (Key No. 214)

How Many Classrooms Will One Set of PAKFOLDS Darken?

**PORTABLE
PAKFOLDS
SERVE
BEST . . .
COST
LESS!**



PROTECTED BY PATENTS

Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

Write today for complete information and a Pakfold cloth sample!

Luther O. Draper Shade Co.

P.O. Box 428

SPICELAND, INDIANA

THE MIDWEST PEDESTAL LINE FOLDING TABLES

featuring
the . . .

"DUHONEY-20" AUTOMATIC LOCK

End seating, giving more leg room; double brace; steel channel apron; plastic edge; only some of the many advantages of the Midwest Pedestal Leg Folding Table.

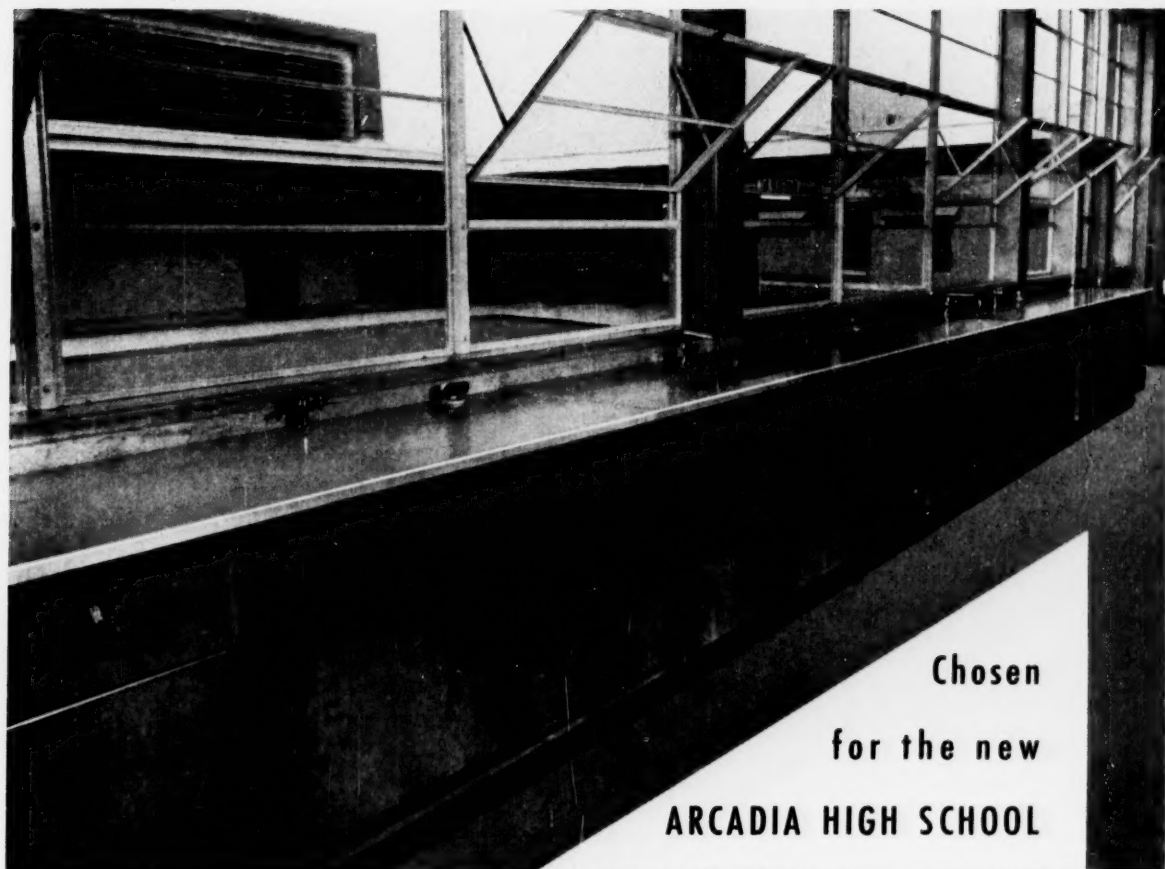
"DUHONEY-20" legs fold for easy storing; lock automatically in place—can't collapse.

CHOICE OF PLYWOOD, MIDTEX,
FORMICA AND LINOLEUM TOPS

MIDWEST FOLDING PRODUCTS

ROSELLE, ILLINOIS

DISTRIBUTORS IN ALL MAJOR CITIES



Chosen
for the new
ARCADIA HIGH SCHOOL

Arcadia, California

laboratory equipment by *Hamilton*

If you are looking for outstanding laboratory equipment, look to **Hamilton**. And for complete assurance as to the wisdom of this choice, look at the impressive record of recent **Hamilton** installations throughout the country. Yes, in dozens of new projects like the new Arcadia, California, High School, **Hamilton** is the choice for quality of equipment, for quality of service.

No matter what the stage of your laboratory plans, you'll find a quicker, easier, more economical answer when you *get help from Hamilton*. You can make use of this service without cost or obligation . . . let us hear from you now.

Manufacturers
of quality wood and
steel laboratory equipment

Hamilton Manufacturing Company

TWO RIVERS, WISCONSIN

What's New ...

Typewriter Desk
Designed by Architect



Designed by a school architect, the No. 23511 Stationery Typewriter Desk is of nine ply construction, built for many years of trouble free use. The desk is scientifically designed for schools, colleges and technical institutions. The typewriter platform is standard business height of 26 inches to familiarize students with standard business operating procedures. Supporting legs of northern hardwood resist shocks and vibrations. The desk is designed to accommodate all standard typewriters, both electric and conventional models. Each desk has a pull-out shelf, one drawer and a bookshelf. Rubber cushioned Bassick glides

provide a noise-deadening factor. P & W Cabinet Makers, Dept. NS, 5814 Main St., Long Hill, Trumbull, Conn. (Key No. 215)

"Private Line" Systems for Any Size School

A new and complete line of intercommunicating systems has been introduced under the name Connecticut "Private Line" systems. The line of automatic switchboards and telephones is the most complete the company has ever offered and provides facilities for those needing as little as two telephones up to those requiring thousands of telephone lines. A low cost two to five line system for small installations is introduced as the Connecticut Direct-A-Call which can be installed by a maintenance man.

Both the Private Line and the Direct-A-Call system have advanced engineering providing many features usually found in other systems only at extra cost. The unique design and construction of the completely automatic systems permits simplified installation and maintenance. Telephones for both systems will be made of super-tough Hercocel molded plastic. Connecticut Telephone & Electric Corp., Dept. NS, Meriden, Conn. (Key No. 216)

(Continued on page 158)



Maintenance Speeded with Heavy Duty Roller

A new Arasco Roller for heavy duty painting has been developed for use with oil, water or rubber base paints in applications to walls, ceilings, floors and structural steel work. It is made of natural extra high pile lambswool, holds a substantial amount of paint which can be rolled on the surface rapidly, thus cutting painting time, and makes it possible to paint fairly high surfaces without the use of ladders or scaffolds. It is made to attach firmly to any extra long pole so that the top of the wall or other area can be reached easily. The American Products Co., Dept. NS, 3308 Edson Ave., New York 66. (Key No. 217)

*America's Most Versatile
Institutional Detergent*

KLENZADE

**NEW IMPROVED
KLEER-MOR**
WITH CHELATING ACTION

Revolutionary Water Softening Process

FOR WASHING
POTS, PANS,
GLASSES,
DISHES,
MANUAL
CLEANING

Restores new life and brilliance to pots and pans, dishes, glasses, silverware, baby bottles, stainless steel and other kitchen equipment. Also excellent for windows, tile, and painted surfaces. Helps prevent grease-plugged plumbing. Unbeatable for sparkling cleanliness in institutions, cafeterias, restaurants.

Other Important Institutional Uses
Washing woollens, mohair garments, curtains, drapes, lingerie. Bathroom and miscellaneous cleaning.

"A LITTLE DOES A LOT MORE"

KLENZADE PRODUCTS, INC.
Branch Offices and Warehouses Throughout America
BELOIT, WISCONSIN

Monroe FOLDING TABLES

The Original Folding Pedestal Table

**MONROE TRUCKS FOR
FOLDING TABLES AND CHAIRS**

Right: No. TS, Transport-Storage Truck. Will handle and store up to 12 tables. Models for 6, 8 and 10-foot tables.

No. TF—Transport
12 tables stacked flat for wide doors

No. TSC
Will transport and store up to 40 chairs

Write for Catalog, Prices and Discounts

THE Monroe COMPANY
76 CHURCH STREET COLFAX, IOWA

*New Power!
New Safety!
New Dependability!*

NEW 1954 CHEVROLET SCHOOL BUS CHASSIS

Here's a new and better answer to your need for dependable, economical school transportation—new Chevrolet school bus chassis for '54.

They bring you new power for more reliable service at rock-bottom operating cost. They bring you new ruggedness for greater safety, lower upkeep and longer life.

In addition, you'll find these great new chassis are packed with new features and advantages you want. See your Chevrolet dealer for all the facts on the new Chevrolet school bus chassis that fits your school's requirements. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

MODEL 6802 212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 48- to 54-pupil capacity. Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

*"Jobmaster 261" engine, optional at extra cost, develops 220 foot-pounds torque at speeds governed under 35 m.p.h.

MODEL 6702 199-INCH WHEELBASE SCHOOL BUS CHASSIS

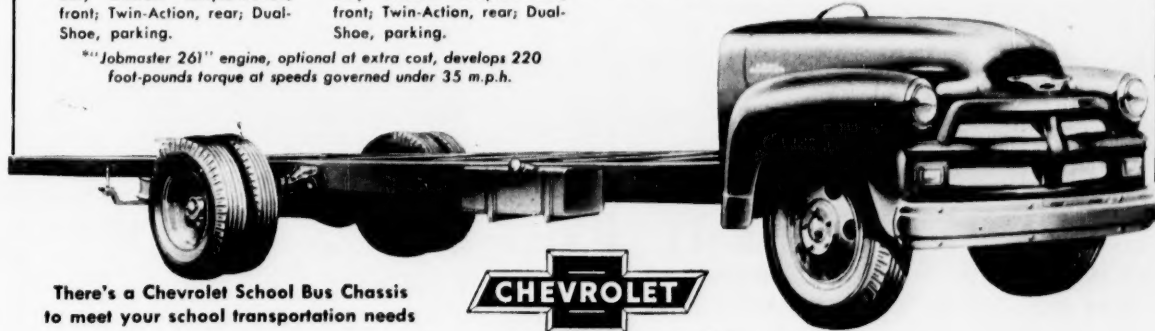
Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 42- to 48-pupil capacity. Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 4502 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. For School Bus bodies of 30- to 36-pupil capacity depending on tires. "Thrifmaster 235" engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 3802 137-INCH WHEELBASE JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. For School Bus bodies of 16-pupil capacity. Chevrolet "Thrifmaster 235" valve-in-head engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. Torque-Action brakes front and rear.



There's a Chevrolet School Bus Chassis to meet your school transportation needs

What's New ...

Product Literature

• Every school locker requirement can be met by the equipment described in the new **Locker Bulletin 601-B** issued by Lyon Metal Products Incorporated, Aurora, Ill. Detailed information on single tier, double tier, multiple tier and specially sized lockers, pupil lockers for elementary schools, teachers' storage and wardrobe lockers, locker baskets and benches, and details of construction are discussed and illustrated in the catalog. There are two pages of photographs of actual installations. (Key No. 218)

• The beauty, efficiency and flexibility of **Peerlite**, the "Modern Air Cooled Fluorescent Fixture," are discussed in a new 8 page booklet issued by the Edwin F. Guth Company, 2615 Washington Blvd., St. Louis 3, Mo. Complete engineering data and dimensions on this Fluorescent fixture are included in the catalog. (Key No. 219)

• The 1953-54 catalog of "Selected Motion Pictures" available from Association Films, Inc., 347 Madison Ave., New York 17, distributors of 16 mm. sound motion pictures, is now available. Films are grouped under 22 category headings to assist teachers and others who use films. More than 1400 subjects are covered in the catalog. (Key No. 220)

• Complete specifications on 25 to 37 passenger **Flxible buses for schools and universities** are given in a new 4 page leaflet issued by The Flxible Company, Loudonville, Ohio. Cross-sectional diagrams show seat positions, luggage space and other features of these attractive, comfortable and economically operated buses. Virtually any type and color of paint design is available on Flxible buses at no extra charge and the leaflet illustrates various models now used by schools and colleges. (Key No. 221)

• A color chart which shows the seven new colors recently added to the line of **Vina-Lux Reenforced Vinyl Tile**, and which pictures all patterns now available in this line, is a part of a folder recently published by Uvalde Rock Asphalt Co., P. O. Box 531, San Antonio 6, Tex. Descriptive information on this flexible, smooth surfaced floor tile is included. (Key No. 222)

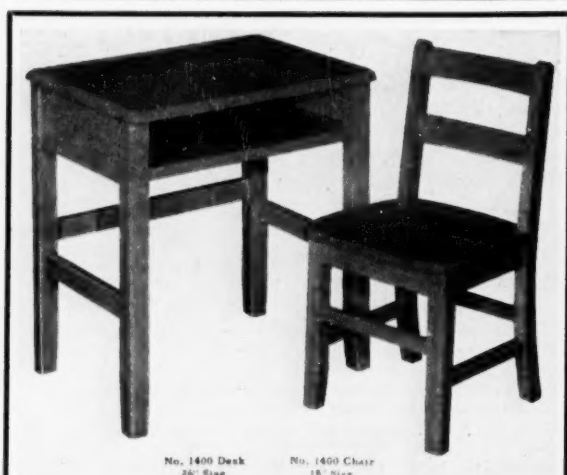
• "What Chief State School Officers Say About High School Driver Education" is the title of a booklet issued by the American Automobile Association, Pennsylvania Ave. at 17th St., Washington 6, D. C. The introduction on the value of high school driver education courses is followed by quotations from school administrators from each state in the Union. (Key No. 223)

• A guide book to better buying, longer service and more efficient use of "**Pencil Sharpeners**" has been prepared by James W. Fitch and is being made available by the C. Howard Hunt Pen Co., Camden 1, N. J. The result of a study of pencil sharpeners and their uses, the booklet gives information on many types of sharpeners, how to buy, how they should be installed, used and maintained, and other helpful data. (Key No. 224)

• Effective freezer instruction is covered in the new **Freezer-Teaching Kit** prepared by the Farm & Home Freezer Section, National Electrical Manufacturers Association, 155 E. 44th St., New York 17. The new kit is planned to give home economics teachers definite aid in teaching and provides a visual, colorful means of teaching proper use of the home freezer. Twelve full-color wall charts and the Home Freezer Teaching Guide are included in the kit. (Key No. 225)

• Audio-visual aids available from The Filmstrip House, 25 Broad St., New York 4, are listed in a new 32 page **educational catalog** recently released. Filmstrips and records described cover such subjects as history, geography, literature, English composition, music, art, inter-group relations, family and child, and current events. (Key No. 226)

(Continued on page 160)



No. 1400 Desk 26" Size
No. 1400 Chair 18" Size

SUPERIOR SCHOOL FURNITURE

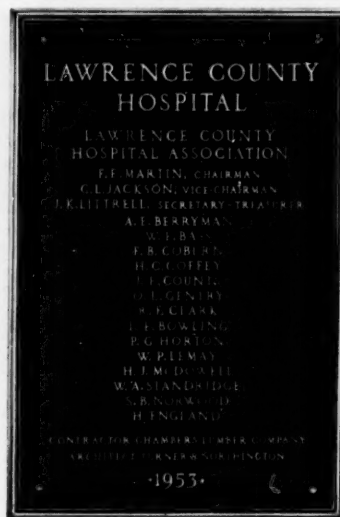
Construction of selected Appalachian kiln-dried Beech. Desk units with mortise and pegged tenon; chairs with spiral-grooved dowels and rigidly glued corner blocks. In Natural, Warmtone, or School Brown. Line also includes Movable Chair Desks, Tables, and Tablet Arm Chairs.

Write for name of authorized distributor in your state.

WILLIAMS & BROWER, Incorporated
SILER CITY • NORTH CAROLINA

SOLID BRONZE DEDICATION TABLETS

SHOULD BE A "MUST" FOR EVERY PUBLIC BUILDING



MODEL No. 100—20" x 30"
MADE IN ANY DESIRED SIZE

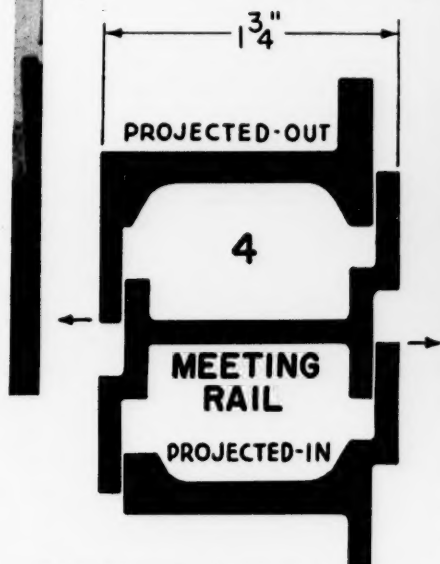
Send inscription when writing for quotation

SPENCER INDUSTRIES

1508 N. MASCHER ST., PHILA., PA.

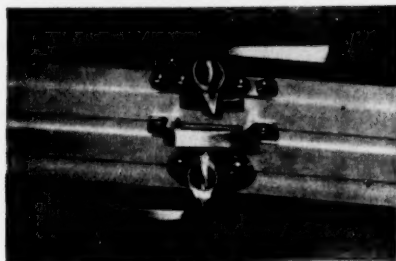
Where the *other* services also count—it's always BAYLEY WINDOWS

Two of the many important features of BAYLEY design

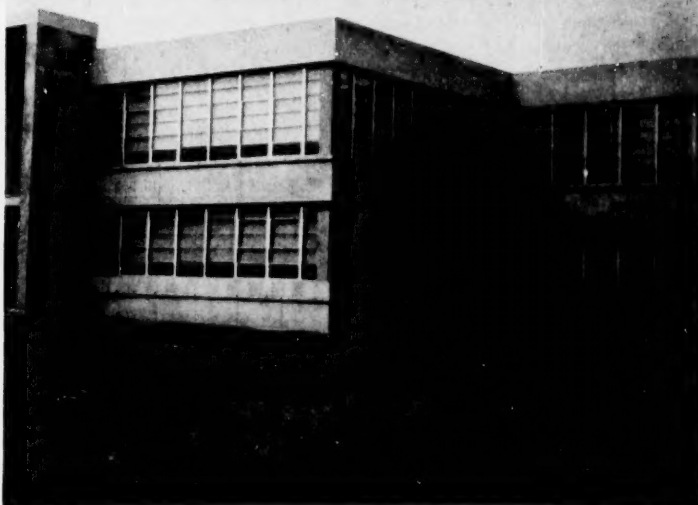


Extra Deep Sections: This full size section of the combined meeting rail and ventilator section (full $1\frac{3}{4}$ " horizontally and $2\frac{3}{4}$ " vertically) show how "Thermopane" or "Twindow" glazing can be accommodated. Also, ample room between ventilators and frame members is provided for substantial built-in hardware, such as ventilator shoes and limit arms.

Rugged White Bronze Hardware
Sturdy, positive-acting handles fit neatly to the flat surface of the window and are securely mounted with grommets embedded in the section. No mechanical parts to become loose or require maintenance!



73 Years of RELIABILITY



Bayley Aluminum Projected Windows

Add Efficiency and Economy to Modern School Design

Bayley's ceaseless endeavor to better serve through all the building stages — from a school's inception to its occupancy — is further exemplified in the Bayley Aluminum Projected Window. In addition to carrying Bayley's "hall-mark" of quality construction, it provides the design features that School Authorities have requested to be incorporated in a window for most efficient school use. A few of these features are:

Modern appearance • Economy — painting unnecessary • Permanence — long carefree life • Simplicity — no complicated mechanism • Adaptable to all types of construction • Glazing outside — flat surface inside • Easily washed from inside • Prepared for screens • Permits use of accessories, such as draperies, shades, curtains, venetian blinds or awnings.

These features — and still others — reflect Bayley's years of specialized window experience and recommend your discussing your needs, regardless of the requirement, with Bayley. Write or phone.

See Bayley in Sweet's. Complete catalogs on aluminum windows, 17a/BA; steel windows, 17b/BAL; Saf-T-Gard Hospital Detention Window, 17b/BAY.



THE WILLIAM BAYLEY COMPANY

Springfield, Ohio

District Sales Offices:

Springfield

Chicago 2

New York 17

Washington 16

What's New . . .

- How "Johns-Manville Asbestos Flex-board Answers a Thousand Building Needs" is answered in a 12 page brochure published by Johns-Manville, 12 E. 40th St., New York 16. The non-combustible asbestos-cement building board is available in two sizes and the brochure describes how it is formed, handled, worked and applied. Sketches, detailed drawings and photographs are used to illustrate the descriptive text. (Key No. 227)
- A new folder on "Foamglas, The Long-Life, All-Temperature Pipe Insulation," has been prepared by Pittsburgh Corning Corp., 1 Gateway Center, Pittsburgh 22, Pa. The folder is illustrated by job installation photographs and by drawings of the product and its installation. (Key No. 228)
- A new 12 page booklet tells the story of Laykold Tennis Courts. Prepared by American Bitumuls & Asphalt Co., 200 Bush St., San Francisco 4, Calif., the booklet is printed in full color and is designed for use by educators in planning courts. It is illustrated with color photographs of typical school, college and university installations and gives information concerning basic types and styles of all-weather Laykold and Grass-tex courts. A section on cost, maintenance, resurfacing and player acceptance of these courts is included. (Key No. 229)
- "Creative Crafts with Crayola" is the title of a small sized 32 page booklet issued by Binney & Smith Co., 41 E. 42nd St., New York 17. The booklet contains many easy to make craft ideas for gifts, games, invitations, calendars, book marks and other uses. (Key No. 230)
- The use of Fiberglas products in the construction of new schools or in remodeling old ones is discussed in a new portfolio issued by Owens-Corning Fiberglas Corp., Toledo 1, Ohio. Included is information about Fiberglas roof insulation, acoustical tile, blowing wool insulation, stage curtains, draperies, Dust-Stop air filters, perimeter insulation, ceiling board, light diffusers, duct insulation and structural panels. Complete data about each product is contained in the folder which is available on request to school administrators and architects and members of boards of education. (Key No. 231)
- The advantages of packaged automatic boilers are discussed in **Bulletin 1219** issued by Orr & Sembower, Inc., Morgantown Rd., Reading, Pa. The booklet describes Powermaster packaged automatic boilers in 17 sizes from 15 through 500 h.p. for steam and hot water. (Key No. 232)
- Floor plans for food service departments in various types of institutions are shown in a new booklet on designing and engineering services for food service facilities issued by J. E. Stephens Associates, Inc., 320 W. Lafayette Blvd., Detroit 26, Mich. Actual layout of kitchen and cafeteria in institutions of various sizes and types are shown as well as cafeteria counters, construction problems, types of equipment and refrigeration systems. (Key No. 233)
- "Approved Maintenance Methods for Rubber Floors" is the title of a folder prepared by the Rubber Flooring Division, The Rubber Manufacturers Association, Inc., 444 Madison Ave., New York 22. Detailed instructions on how to clean and wax rubber floors are given, together with lists of cleaners and waxes which have been tested and found to meet the specifications set up by the Association. (Key No. 234)

Film Releases

"Telling Time by the Clock," film for first grades, to teach time. "Glacier Park Studies," color travel film, one or two reels, 11 or 22 minutes. "Children Are Creative," 16 mm color film, 10 minutes, for teachers, PTA and parent education groups. **Bailey Films, Inc., Dept. NS, 6509 De Longpre Ave., Hollywood 28, Calif. (Key No. 235)**

"Coronation Day," 16 mm. sound, color film, 20 minutes. "People's Palace," 16 mm. black and white sound film on Hampton Court Palace. "Waters of Life," 16 mm. black and white sound film on Colombo Plan in Ceylon. "Turkey—Key to the Middle East," 2 reel, 16 mm. sound film covering history and present problems of Turkey. "Open House," 1 reel black and white film of English country houses, inside and out. "The Silver Haul," 3 reel black and white documentary film on the herring industry. "Waters of Time," documentary black and white 4 reel film on the Port of London Authority. "The Glasgow Orpheus Choir," film-concert, black and white, 1½ reels. **British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 236)**

"Alcohol and Tobacco: What They Do to Our Bodies," W. W. Bauer, M.D., Director, Bureau of Health Education, collaborator. "City Pets, Fun and Responsibility," for primary grades. "Beginning French: Intonation," high school. "Goldilocks and the Three Bears," primary. "Mother Hen's Family (The Wonder of Birth)," primary and intermediate. "How Weather Is Forecast," intermediate. "Garden Plants and How They Grow (Exploring Science)," intermediate. "The Story of Prehistoric Man," junior and senior high. "School Spirit and Sportsmanship," senior high. "Helping in the Care of Younger Chil-

dren," junior and senior high. All films 1 reel, color or black and white. **Coronet Films, Dept. NS, 65 E. South Water St., Chicago 1. (Key No. 237)**

"Physical Science Selection," combination kit of filmstrips for general science. Kit consists of any 15 filmstrips in black and white from a total of 56. **The Jam Handy Organization, School Service Dept., Dept. NS, 2821 E. Grand Blvd., Detroit 11, Mich. (Key No. 238)**

"Air Power in the Atomic Age," 60 frame 35 mm. filmstrip in six sections, illustrated with photographs, maps and charts. **Office of Educational Activities, The New York Times, Dept. NS, Times Square, New York 36. (Key No. 239)**

"Lugano," 1 reel, 16 mm. sound film on city in southern Switzerland. "Paris," 1 reel 16 mm. sound film. "The Good Loser," 1¼ reels, discussion series 16 mm. sound film on winning and losing. "Early American History Series," 11 color filmstrips on American history, starting before the advent of the white man. "American Folklore Series," 4 color filmstrips for elementary and junior high school reading classes, on Johnny Appleseed, Joe Magarac, Pecos Bill and Paul Bunyan. **Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 240)**

Suppliers' News

Colgate-Palmolive Company is the new corporate name of the manufacturer of soaps, detergents and other cleaning products, 105 Hudson St., Jersey City 2, N. J., formerly known as **Colgate-Palmolive-Peet Co.** The company name has been shortened but no change in corporate entity is involved.

Mayline Company is the new corporate name of the company formerly known as **Engineering Manufacturing Co.**, manufacturer of drafting room furniture and equipment. The company continues at 315 N. Commerce St., Sheboygan, Wis.

Pickett & Eckel, Inc., 1100 S. Fremont Ave., Alhambra, Calif., manufacturer of school and drafting supplies, announces that it has taken over the sale of the **Paraline**, single-unit pocket drafting device, that combines the functions of T-square, triangles, straight-edge, scales and protractor in one unit, without adjustments or additional parts.

School Interiors Co. and Creative Playthings, Inc., 5 University Place, New York, manufacturers of modern stacking furniture for nursery, kindergarten and primary school groups, and creative recreational equipment and playthings, announce the opening of a new showroom in Chicago at 316 N. Michigan Avenue.

PRODUCT INFORMATION

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193 Magazine Display Rack Halverson Specialty Sales	211 Musicales Phonograph Webster-Chicago Corporation	229 "Laykold Tennis Courts" American Bitumuls & Asphalt Co.
194 Rubber Covered Athletic Goods W. J. Voit Rubber Corporation	212 Combination Padlocks Master Lock Company	230 "Creative Crafts with Crayolas" Binney & Smith Company
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199 Heat-Timer Vari Valve Heat Timer Corporation	217 Paint Roller The American Products Company	235 Film Releases Bailey Films Inc.
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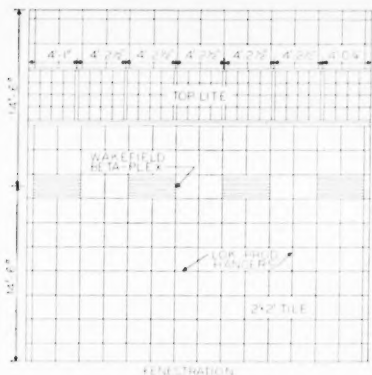
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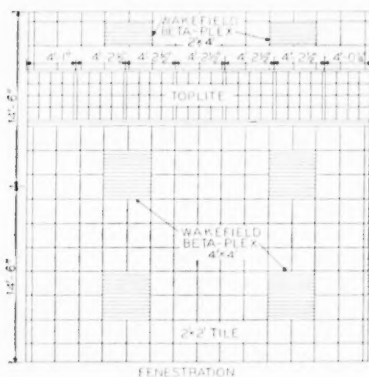
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How to supplement glass block skylighting by using Wakefield Beta-Plex units



For daytime only: four 2' x 4' Beta-Plex recessed units are mounted on the ceiling almost in the center of the room. The arrangement of side wall and glass block skylighting shown here will put the low point of daylight directly under the Beta-Plex units.



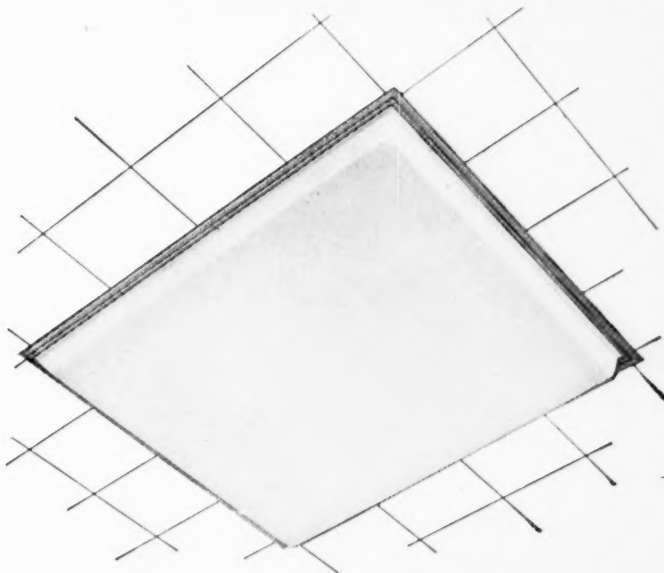
For Day and Night Use: a minimum of 30 ft.-C. of electric light to meet the requirements of American Standard Practice will be provided by this arrangement of two 2' x 4' and four 4' x 4' Beta-Plex units. Separate circuits and switches will permit full (night) or partial (day) use.

Beta-Plex is one of a series of Wakefield Geometrics. Others are Omega-Plex, Theta-Plex and Sigma-Plex. Folders describing each are available.

Wakefield Beta-Plex is a complete unit ready for recess mounting in a suspended ceiling. Separate circuits and switches may be installed for different lighting levels. The ballasts and lamp-holders are contained in an individual metal housing that provides for hook-on suspension points for the Wakefield Rigid-Arch Diffuser.

The Rigid-Arch Diffuser is molded with a sweeping arch, slightly higher in the center than at the edges to give greatly improved rigidity. It has a non-specular, matt finish that minimizes possible reflected glare from outside the building. Beta-Plex is also available with louvers. The Touch-Latch makes the interior of the luminaire readily available; press up with the touch rod—the Touch-Latch releases and the Rigid-Arch Diffuser swings down and open. Press the diffuser up again—the Touch-Latch secures the panel in place. Available in 2' x 2', 2' x 4', 1' x 4' and 4' x 4' units.

For an illustrated, descriptive 8-page folder on Beta-Plex, write to The F. W. Wakefield Brass Company, Vermilion, Ohio. In Canada: Wakefield Lighting Limited, London, Ontario.



Wakefield Over-ALL Lighting



WAKEFIELD GEOMETRICS



THE CAVALIER



THE GRENADIER



THE FACEMAKER



THE COMMODORE



THE STAR



THE WAKEFIELD CEILING



*We'd get more work
with **LESS NOISE!***

*You'd get less noise
with **FIBRETONE***
Acoustical Ceilings!*



Johns-Manville Fibretone Acoustical Ceilings
reduce disturbing noise . . . readily installed,
they provide the quiet comfort so necessary
for better, more efficient work.



Fibretone Panels
are easily installed over new or
existing construction.

BECAUSE DISTRACTING NOISE can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

Johns-Manville FIBRETONE offers an acoustical ceiling which is highly efficient and modest in cost. It consists of 12" square panels of sound-absorbing materials in which hundreds of small holes have been drilled. These

holes act as "noise-traps" where sound energy is dissipated. Fibretone is pre-decorated, can be painted and repainted, and is available with a flame-resistant finish.

Other J-M Acoustical Ceilings include *Permaacoustic**, a textured noncombustible tile with great architectural appeal; *Transite**, panels made of fireproof asbestos; and *Sanaacoustic**, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. NS, New York 16, N. Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U.S. Pat. Off.



Johns-Manville

Movable Walls—Terraflax* and Asphalt Tile Floors—Corrugated Transite*—Flexstone* Built-Up Roofs—Etc.